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ABSTRACT

The educational system of Italy is described, and placement recommendations concerning students who want to study in the United States are presented. After a description of preschool, elementary, and middle school education, the different types of upper-secondary education system are considered (i.e., the lyceums, teacher training, and technical instruction). Vocational studies and adult education are also discussed, along with art and music education, nursing education, and seminary and Vatican education. The universities, university institutes, and polytechnics are covered, as are the Post-Laurea diploma programs, the higher institutes of physical education, and the "special aim" schools. Guidelines for U.S. admissions officials cover: the availability of credentials, experimentation and evolution in Italian education, grading in the secondary schools, and articulation between school and university. The placement recommendations concern: primary and secondary levels, art and music education, higher education, nursing education, and Vatican and seminary education. Information is included on: proposed reforms of Italian education; Italian universities' enrollments, library collections, student/teacher ratios, and library collections; special aim schools; military academies; and the nine types of technical institutes. (SW)

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Italy

A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States

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1981

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Preface

It is impossible to avoid cliches when writing about Italy. Yet, one of the most commonly encountered cliches—"Italy is a country of contrasts"—is also an assertion of unassailable truth. Contrasts characterize Italian education as much as they do all other aspects of Italian society. I trust, therefore, that anything in this volume that contrasts with its readers' knowledge of Italian education can be explained by the discrepancy between what is generally reported and what has actually occurred in Italian schools since the appearance in 1962 of the last WES volume on Italy. At the same time, of course, I take full responsibility for whatever errors appear in the following pages. For whatever clarity and enlightenment appear, I must thank more people than I have space to name; the men and women singled out represent only a fraction of those who gave of their time and patience.

To Alan Margolis, my mentor as well as my monitor, I am deeply grateful for his skillful direction. Without the benefit of his large experience this volume might never have progressed beyond a series of false starts at a first draft. I owe a similar debt to Lucy McDermott, managing editor of the World Education Series, who so frequently pointed the way to clarity and coherence.

The staff of the Italian Cultural Institute of New York was extremely helpful in the early stages of my research, providing much valuable information. After my return from Italy, that same staff, particularly Dr. Marianita Gargotta and Dr. Maddalena Raimondi, continued to make themselves available for my endless questionings.

My trip to Italy would almost have been for naught had it not been for the interest of four remarkable people. Dr. Cipriana Scelba of the Commission for Cultural Exchange between the United States and Italy both read the first draft of this volume and arranged interviews with members of the Ministry of Public Instruction. Ms. Rita Li Castri Monteduro spent many hours sharing the insights derived from her years as a teacher in both New York and Rome. Dr. Alberto Merler of the University of Sassari and his wife Michela, a social worker, stopped their lives for four days to provide me with the kind of information that can only be obtained first-hand.

Of the great many other people whose kind interest in this volume is responsible for whatever is best in it, I want to sincerely thank the following: Dr. Roberto De Antoniis and Ms. Maria Luisa Marino of the MPI; Dr. Serena Forconi, a recent graduate of the University of Rome; Mr. James McIntosh, American Cultural Attache in Rome, and Ms. Susan Modi, his assistant; Mr. Josef Silny of the National Council on the Evaluation of Foreign Educational Credentials; and Ms. Caroline Aldrich, chairperson of the World Education Series Committee of AACRAO.

Finally, I want to thank in a special way Maurizio and Barbara Godorecci for their expert attention to so many of the smallest—as well as of the largest—details of this volume.

Joseph P. Capobianco
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Chapter I

The Italian Approach to Education

Introduction

The Italian word *"professionale"* can be translated as either "professional" in the sense in which English speakers use that word or as "vocational" and "occupational" as those two words are most commonly understood. An *istituto professionale*, for example, is a type of vocational school, not the impressive sounding institution its name might at first suggest. The relevance of this observation is more than linguistic: the fact that the word *professionale* denotes a school that is clearly of a lesser order is characteristic of the Italian approach to education.

Italians—even those who seek the further reformation of Italian education—continue to make a sharp distinction between "cultural" and "scientific" education, on the one hand, and "professional" and "artistic" education, on the other. Whatever regard Italians have for artistic achievement, whatever respect they may have for the technological and commercial professions, their observations on education betray a strong prejudice in favor of the theoretical and against the applied. Thus, the Italian university today remains very much what it was conceived to be in the Middle Ages: an *universitas scholarium*, a free association of students who call professors to teach them. More importantly, Italians continue to regard the university primarily as a seat of culture and a center of research. A university education is designed to provide the theoretical knowledge and the research skills necessary to the further procreation of culture and science. This vision of the university leaves little room for programs of a technological or practical or applied nature. The merits and demerits of this approach are obvious. What is important here is not so much the strength or the weakness that such a concept imparts as the profound ramifications it has throughout all of Italian education.

And, in fact, all education in Italy is judged first and foremost as it relates to university education. Thus, the classical and scientific lyceums, the traditional routes to the university, retain a position of preeminence even as Italian students in increasing numbers select other types of upper secondary schools.[1]

1. The term "upper secondary" school or education will be used in this volume for all education between middle school (the completion of compulsory education) and all education defined as at the university level. "Lower secondary" school or education will always mean middle school, the three years of education that immediately follow the five years of elementary school.

Governance

Italy is a republic divided into 20 regions. The regions are themselves divided into provinces, some 95 altogether. Within the provinces, the *comune* or municipality is the basic unit. Each of these political units has a role in education. In 1974 a new unit—this one entirely educational—was created: the scholastic district. A scholastic district must have between one hundred and two hundred thousand inhabitants and must contain at least one elementary school and at least one of each type of secondary school, exclusive of those that teach the arts. There are 759 scholastic districts in Italy.

Of these entities, the central or national government is far and away the most important.[2] This importance extends to education as well as to other areas of daily life. Through its Ministry of Public Instruction (MPI), the Italian State defines the premises and sets the standards for all education from the elementary through the university level. The MPI alone establishes the validity of educational certificates, titles, and diplomas. Furthermore, the MPI sets curricula, lengths of programs, examination periods, regulations concerning grading and promotion, and schedules of class hours for each type of school throughout Italy.

The regions are geographically the largest of the political divisions of Italy. Their size is, however, out of proportion to their political powers. Except for the autonomous regions—Sicily, Sardinia, the Val D'Aosta, for example—they are relatively weak entities. Their involvement in Italian education is principally restricted to vocational training. Beginning with 1972, the State began the transfer of non-academic vocational programs (i.e., programs other than those offered in the vocational institutes) from the control of the Ministry of Labor to that of the regional governments. These today offer a wide variety of vocational courses that result in certificates whose value is purely occupational and which have no academic recognition or value. Moreover, all proposals for the reform of upper secondary education call for the elimination of the vocational institutes whose programs would also be absorbed by the regions.

The MPI is represented at the provincial level by a *Provveditore agli studi* (Education Director) who is responsible for the supervision of elementary and secondary education. In several border areas instruction at these levels is in Italian and the other languages of the region. In fact, the office of Education Director has been abolished in the province of Bolzano and replaced by superintendencies for the area's three language groups: Italian, German, and Ladino. Similar arrangements have been made for French speakers in the northwest and Slovak speakers in the northeast.

Municipalities are responsible for the maintenance of school buildings. They also offer programs and facilities over and above those required by the State. Because of their greater wealth, municipalities in northern Italy are generally more active than those elsewhere in the country.

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2. Because Italy is not a federal republic, the national government plays a more important role than does the American federal government. Because of this, the central or national government of Italy will be referred to as the "State" throughout this work.

The newly created scholastic districts serve mostly in an advisory and coordinative capacity. Each has a council that meets four times a year. At the July meeting a comprehensive program is drawn up for the district. Like the municipal programs, the district programs concern themselves with aspects of education outside the aegis of the MPI: cultural and sporting events, adult and community education, innovation and experimentation.

Within the elementary and secondary schools there exist several types of councils that govern in those few areas not reserved to the State. These councils, like the scholastic districts, are of very recent origin and concern themselves with the internal affairs of individual schools.

Chapter II

Pre-School Through Middle School

Pre-School Education

Pre-school education in Italy is non-compulsory and free. Children under 3 years of age may attend schools known as *nidi di infanzia*. These "infants' nests" are privately operated and have grown steadily in number in the recent past. Their expansion is directly related to the economic growth of the post-war decades. Most *nidi di infanzia* are found in the North; often, in fact, they are supported by local industry. Because these schools are under private control, precise enrollment figures for them are not available. The number of children they care for, however, is estimated at "several hundreds of thousands." The service they provide is "closer to baby-sitting than to actual schooling."[1]

Children 3 to 6 years of age may attend kindergartens. State kindergartens are known officially as *scuole materne*. Private kindergartens are often known as *asili d'infanzia*. *Giardino d'infanzia* (literally, kindergarten) is another, lesser used name. The single word *asilo* (literally, asylum or sanctuary) is commonly used to denote a kindergarten, whether State or private. Like the *asilo di infanzia*, kindergarten is non-compulsory and free.

State kindergartens, far less numerous than their private counterparts, date from 1968. They have neither fixed schedules nor rigid curricula. The curricula have, in fact, been experimental since their inception.

Because State kindergartens are of recent origin they enroll far fewer pupils than do private schools. However, enrollments at State kindergartens have increased from 206,817 in 1971-72 to 622,239 in 1977-78, while enrollments in private kindergartens have declined from 1,395,281 to 1,188,505 during the same period of time.[2]

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1. Saverio Avveduto, "Education in Italy," address delivered at the European Center for Education, Frascati, Italy, October 1979, p. 6.

2. These figures are from the following two sources:

(a) Ministero della Pubblica Istruzione, *Report on the Educational Movement in the Years 1973-75* (Roma: Arti Grafiche Mario Petrocchi, 1978), p. 69;

(b) Ministero della Pubblica Istruzione, *Rapport sur le mouvement éducatif en Italie (1976-78)* (Roma: Istituto della Enciclopedia Italiana, 1979), p. 93.

The first of these two works will hereafter be referred to as *Educational Movement*; the second will be abbreviated simply as *Rapport*.

Elementary School

Italy's more than 32,000 elementary schools are administered locally through provincial *Provveditorati agli studi* (Education Directors). They represent the first level of compulsory education.

Children enter elementary school *(scuola elementare)* at age 6. The program divides into cycles of two and three years' duration. The program of the first cycle, although not divided into specific subjects, is essentially that of the second. By its third year (the first year of the second cycle), however, the elementary school curriculum divides into traditional subject areas: reading and writing; drawing and penmanship; arithmetic and geometry; physical education; moral and civil education; history, geography, and science; singing; manual and practical activities. Religion, an optional subject, is chosen by the great majority of pupils. Religion classes are taught by Roman Catholic religious.

Pupils receive three report cards a year. Law 517 of 4 August 1977 substituted descriptive evaluations of pupils' work for the traditional numerical grading system. The decision to promote a pupil is based on the year-end evaluation. Law 517 also abolished the *esami di riparazione* (make-up examinations) formerly taken in early September by pupils who failed one or more subjects. This same law requires written explanations of the very few decisions not to promote a pupil.[3] Among the several additional provisions worth noting of this law are the abolition of the written and oral examinations previously taken at the end of the first cycle of elementary school, and the provision for integrating all but the severely handicapped into regular classes.

Pupils take written and oral examinations at the end of the fifth and final year of elementary school. Those who pass these examinations receive a *diploma di licenza elementare*, the sole requirement for admission to middle school *(scuola media)*.

Middle School

Middle school *(scuola media)*, the final years of compulsory education in Italy, also represents the first level of secondary education. Students enter its program directly from elementary school, usually at age 11. Its present structure and governance, defined legally at the very end of 1962, became effective 1 October 1963.

Because of the central position it occupies in pre-university education, the English name for this school—middle school—is most appropriate. This name, however, belies the important role that *scuola media* has played in the gradual but significant evolution of postwar Italian education. This role deserves a brief recapitulation.

Prior to 1963, the streaming of Italian students began upon the completion of elementary school. Those students who wished to prepare for teaching, for higher technical study, or for university work took the oral and written

3. Pupils who are not promoted must repeat the entire year.

examinations required for admission to the old *scuola media inferiore*.[4] All other students were required to attend one of the various branches of *scuola secondaria di avviamento professionale* (beginning vocational school), often an educational dead end.[5]

The reform of 1963 did not, however, end streaming altogether. It still provided Latin as a third-year elective subject for students who wished to go on to *liceo classico* (classical lyceum). It was not until 16 June 1977 that a further reform abolished all elective subjects and, in the process, put an end to a longstanding national debate about the teaching of Latin. This reform was quickly followed by yet another, Law 517 of 4 August 1977, already discussed in the preceding section on elementary schools. Both of these reforms took effect with school year 1977-78 and gave middle school the structure described in the following paragraphs.

There are eight subject areas in middle school: Italian; geography, civics, and history; a foreign language; the mathematical, chemical, physical, and natural sciences; technical education; artistic education; musical education; and physical education. All eight are required of all students each of the three years. Students spend 29 hours a week in class. (Religion is an optional subject offered one hour a week each year. As in elementary school, it is controlled by the Roman Catholic Church and chosen by most students.) Classes meet six days a week; the school year runs from approximately 10 September to 10 June. Again as in elementary school, the precise dates are determined locally. Class days must number 215.

The reforms of 1977 abolished the traditional numerical grading system (from 0-10) and substituted a descriptive and analytic statement of progress. This evaluation is made three times a year and forms the basis for the year-end evaluation which determines promotion from year to year as well as admission to the State examination that concludes middle school. This examination is administered in a single session by a committee of third-year teachers. The examination includes a written component for Italian, mathematics, and the foreign language studied, and an oral component for the remainder of the curriculum. Passing grades range from "sufficient" through "good," "very good," to "excellent." Students who pass are awarded a *diploma di licenzia media* which admits them to all types of upper secondary schools. Students who do not receive a passing grade may retake the examination the following year.

In 1977-78 the country's 9,986 middle schools enrolled 2,945,930 students. The schools had a repeater rate of 8% and a dropout rate of 5.8%.[6] Children who have completed their fifteenth year and have attended at least eight years of compulsory schooling have satisfied their legal education obligation.

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4. The new middle school is still known by this name ("lower middle school"); it is also known as *scuola media unica* (loosely, "unified middle school").

5. Eunice Chapman, *Italy: A Survey of Italian Education and Guide to the Placement of Italian Students in Educational Institutions in the U.S.A.*, World Education Series (Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1962), pp. 15-18.

6. Avveduto, "Education in Italy," pp. 1, 8.

Chapter III

Upper Secondary Education: The Lyceums

Students who wish to continue beyond middle school may do so at one of several types of upper secondary schools. Chief among these are the classical and scientific lyceums (*liceo classico* and *liceo scientifico*). The five-year programs of these schools represent the traditional route to university education in Italy and retain a position of prestige even as their students constitute a declining percentage of all upper secondary enrollments. The overwhelming majority of both schools are under State control.

Less well known is the more recently established linguistic lyceum (*liceo linguistico*). The majority of these schools are privately operated. Although they share the humanistic orientation and five-year format of the classical and scientific lyceums, the linguistic lyceums do not, in general, enjoy the same high academic regard.

Common Features

Governance. Both State and privately run lyceums are ultimately subject to MPI control. Curricula, class hours, calendar, admission and exit requirements are uniform in all schools throughout the country.

Calendar. Of the 1977 reforms discussed in Chapter II, the only one to affect the lyceums concerns the scholastic calendar. Local authorities may now set opening dates provided the dates fall between 10 and 20 September. Class days total 215 with closing dates falling between 10 and 30 June. The school year is divided into three periods of three months or two periods of approximately four months. These divisions, known as the *trimestre* and *quadrimestre*, respectively, are merely chronological. All courses continue through the full scholastic year.

Admissions. The *licenza media* (middle school diploma) admits students to all upper secondary schools. The Latin examination formerly required for admission to the classical lyceum was abolished in 1977.

Grading. As in middle school, students receive three report cards a year. Grades are entered for all subjects studied. Unlike middle school, however,

the lyceums continue to employ the traditional numerical scale of 0-10 with 6 as the minimum passing grade.[1] Year-end grades reflect the entire year's work.

Promotion. Students must obtain a grade of 6 in all courses to continue on to the next year. Students who fail a course may take a make-up examination *(esame di riparazione)* in September, just before the start of classes. If the make-up examination is failed, the entire year must be repeated. However, the great majority of students who take make-up examinations pass them.

Examinations. In addition to make-up examinations, two other types of examinations are given in the three lyceums: *esami di idoneità* (qualifying examinations) and the *esame di Stato di maturità* (the State school-leaving examination). The former are administered before the last day of classes to external candidates who wish to enter any year of a State lyceum. The latter, the single most important examination Italian students take, is discussed immediately below. The examination that formerly governed passage from the first cycle of the classical lyceum (the two years still known as the *ginnasio* or gymnasium) to the lyceum proper was abolished in 1969.

Esame di Stato di maturità. The current structure of the *esame di Stato di maturità*[2] was introduced on an experimental basis in 1969. It is not scheduled to be changed again until the pending reform of upper secondary education is realized.

The *maturità* examination is intended to measure intellectual maturity, critical thinking, and writing skills as well as to indicate potential for continued study or professional development. The examination has written and oral components. The written component consists of two essays administered separately on successive days. The first essay, commonly known as the "Italian" essay, is the same for all five-year upper secondary schools. It is designed to test the student's ability to think critically and to write clearly. The student chooses one topic from among four provided by the MPI. The four topics generally deal with history, current events, sociology, or politics. The topic of the second essay, announced by the MPI in May, pertains to the curriculum of the particular type of school in which it is administered. Generally it is limited to material covered in the fifth year.

The oral component of the *esame di maturità* follows the second essay by a week. It is administered before a board consisting of five members and a president. Only one of the five members is from the student's school; the president is usually either a university professor or the principal of a school

1. See "Advice to Admissions Officers," p. 74, for a discussion of Italian grading practices on the upper secondary school level.

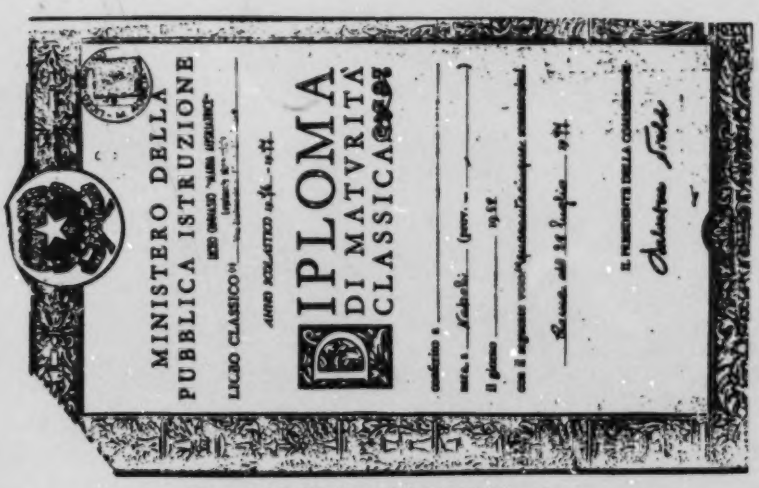
2. Literally, "State maturity examination." Because this translation is somewhat awkward, the examination is often referred to by its Italian name, to which is added an adjective that identifies the type of upper secondary school in which the examination is given. The Italian name is often abbreviated, e.g., *maturità classica* or *maturità scientifica*.

other than the student's. The student is questioned about his or her second essay and discusses two topics with board members. These topics are limited to fifth-year material. The student and the examining board each select one topic from among four announced by the MPI in May. The entire discussion usually lasts half an hour, but the time devoted to it is not fixed.

In the week that separates the written and oral components of the *maturità*, the examining board studies the syllabus of the individual school assigned to it and reviews the scholastic records of the students to appear before it. It is generally believed that examining boards devote more attention to private schools, to State schools with weak syllabuses, and to students with poor records.

At the conclusion of the examination the board assigns a numerical grade to which is added an evaluation of the student's capabilities. The minimum passing grade is 36; the maximum grade attainable is 60. Students who fail the examination must wait until the following July to take it again. The pass rate, having risen steadily throughout the 1970s, is now about 95%.

External candidates must be at least 23 to take the *esame di Stato di maturità*. They take it with internal candidates at the school of their choosing. It is important to note that internal candidates are admitted to the *maturità* examination only after they have passed all fifth-year courses. Thus, the *maturità*



Document 1. *Diploma di Maturità Classica*

does not represent certification of knowledge of fifth-year subjects. Rather, as noted at the beginning of this discussion, it tests the student's ability to integrate and articulate all learning to date.

Diplomas. Students who pass the *maturità* examination receive a diploma that admits them to all university faculties. The diploma takes its name from the examination and the type of lyceum attended, i.e., *diploma di maturità classica, di maturità scientifica,* or *di maturità linguistica.*

Document 1 is a diploma from a classical lyceum. Note that the diploma records the grade on the *maturità* examination: 45/60 (*"con il seguente voto: quarantacinque sessantesimi"*). Note also the term *"legalmente riconosciuto,"* which indicates that the school is a fully recognized private institution whose diploma is equally as valid as that from any State school. The diploma identifies the last year of the student's attendance, *"anno scolastico 1976-1977,"* and the date on which the diploma was awarded: *"Roma addì 28 luglio 1977."*

Curricula. Table 2 presents and compares the curricula of all three kinds of lyceums. It shows all subjects studied, the years in which they are studied, and the number of class hours per week for each subject. A closer look at the curricula follows.

The Classical Lyceum

The classical lyceum *(liceo classico)* is the oldest and most highly regarded of the three schools. It divides into a *ginnasio superiore* (upper gymnasium), a two-year program, and a *liceo classico,* a three-year course of study. Italian, Latin, Greek, history, and mathematics are studied all five years. A foreign language—English is the most popular—is studied in the gymnasium only. The study of philosophy, science, and art history are reserved for the lyceum proper.

The program of the gymnasium, especially as it pertains to the study of Italian, Latin, and Greek, is viewed as a distinct unit that lays the foundation for advanced studies in the lyceum. The Greek syllabuses were last revised in late 1967; the abolition of Latin in middle school (see Chapter II) necessitated a revamping of the gymnasium Latin program just before the commencement of the 1978-79 school year.[3] The syllabus for mathematics divides the subject into algebra and geometry for both years, thus establishing a pattern to be followed in the lyceum.

A distinctive feature of the lyceum curriculum is the study of philosophy. The subject is approached historically; students read and comment on primary sources. Italian is also approached historically: the lyceum's three years provide students with a comprehensive survey of Italian literature from its origins through the early twentieth century. In addition, at least one hour a week is devoted to the study of foreign literatures in each of the last two years. New material is introduced in all fifth-year classes.

3. All discussions of classical lyceum and scientific lyceum curricula and syllabuses are taken from *Ginnasio superiore, liceo classico, liceo scientifico: Orari e programmi d'insegnamento* (Milano: Pirola Editore, 1979).

Table 2

The *Lyceums*: Weekly Hours of Instruction

	Liceo Classico					*Liceo Scientifico*					*Liceo Linguistico*				
	ginnasio superiore		*liceo classico*								*biennio*		*triennio*		
Year of Educational System	9	10	11	12	13	9	10	11	12	13	9	10	11	12	13
YEAR OF LYCEUM	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V
ITALIAN[1]	5	5	4	4	4	4	4	4	3	4	4	4	4	4	4
LATIN	5	5	4	4	4	4	5	4	4	3	3	3	(2)*	(2)*	(2)*
GREEK	4	4	3	3	3										
1st FOREIGN LANGUAGE	4	4				3	4	3	3	4	5	5	5	5	5
2nd FOREIGN LANGUAGE											6	6	5	5	5
3rd FOREIGN LANGUAGE													(2)*	(2)*	(2)*
HISTORY	2	2	3	3	3	3	2	2	2	3					
GEOGRAPHY	2	2				2									
HISTORY, CIVICS & GEOGRAPHY†											3	3	2	2	2
PHILOSOPHY			3	3	3			2	3	3					
PHILOSOPHY, PSYCHOLOGY, AND SOCIOLOGY													3	3	3
GEOGRAPHY, CHEMISTRY & THE NATURAL SCIENCES			4	3	2		2	3	3	2					
GENERAL GEOGRAPHY, ECONOMICS, AND THE NATURAL SCIENCES													2	2	2
MATHEMATICS	2	2	3	2	2	5	4	3	3	3					
MATHEMATICS & PHYSICS											3	3	3	3	3
PHYSICS				2	3			2	3	3					
HISTORY OF ART			1	1	2						1	1	1	1	1
DRAWING						1	3	2	2	2					
RELIGION	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
PHYSICAL EDUCATION	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
ELEMENTS OF LAW, ECONOMICS & FOREIGN INSTITUTIONS													(2)*	(2)*	(2)*
INFORMATION SCIENCE													(2)*	(2)*	(2)*

*Numerals within parentheses indicate elective subjects.

†There is no geography component in years 3, 4, and 5 (the *triennio*) of the *Liceo Linguistico*.

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The Scientific Lyceum

The scientific lyceum *(liceo scientifico)* was created in 1923 in imitation of the classical lyceum. Its program of study, originally four years in length, was increased by a year in 1945. Until the liberalization of university access in 1969, its graduates were not admitted to the Faculties of Law or of Letters and Philosophy.

Because of the influence of the classical lyceum, the scientific lyceum remains strongly humanistic in its orientation. The programs and function of the first year, for example, resemble those of the gymnasium. Moreover, although Greek is not offered in any of its five years, Italian, Latin, history, and philosophy receive almost equal attention in both schools. The syllabuses for these subjects are, in fact, identical in both lyceums with the following exceptions in the scientific lyceum: the history of music is studied together with the history of literature in the last three years' Italian classes; particular attention is paid to writings that deal with science in both the Italian and the Latin courses; the development of scientific thought is emphasized in the study of philosophy.

The chief curricular differences occur, not surprisingly, in the study of mathematics and the sciences. Table 2 demonstrates that while mathematics is taught in each year of both schools, the scientific lyceum devotes significantly more weekly hours to its study. The first year of the scientific lyceum, for example, covers the entire program of the two-year gymnasium. The programs of each of the following years are also enriched in comparison to that of the classical lyceum. Similarly enriched are the programs in physics, chemistry, biology, and the natural sciences. The organization of these subjects is such that students in the scientific lyceum spend an additional year and significantly more weekly hours in their study than do students in the classical lyceum.

Another noteworthy difference includes the study of a foreign language in each year of the scientific lyceum. Finally, the history of art, taught in each of the classical lyceum's last three years, is not offered in the scientific lyceum. The latter's students study drawing instead. This subject is taught each year; the approach is holistic, encouraging students to view their subjects from an architectural, a plastic, and a pictorial perspective.

The Linguistic Lyceum

The curriculum of the linguistic lyceum *(liceo linguistico)* divides into a *biennio* (two-year course of study) in which all subjects are required of all students and a *triennio* (three-year program) in which elective subjects are introduced. The linguistic lyceum shares with the classical and scientific lyceums the goal of preparing students for university study. Table 2 shows, however, that it sacrifices the individual attention paid Latin, mathematics, history, and philosophy in its sister lyceums. Instead, it offers an interdisciplinary approach to those four subjects, a required second foreign language, and the possibility of a third language. It should be noted that in these departures it approaches the general contours sometimes drawn in proposals for a reformed upper secondary school (see Appendix A).

Chapter IV

Upper Secondary Education: Teacher Training

Teacher training in Italy has been for many years a matter of controversy and complexity. The controversy has surrounded both the purpose and the professional adequacy of the *istituto magistrale* (teacher training institute), an upper secondary school that prepares teachers for Italy's elementary schools. The complexity, compounded by the postwar period's demand for more and better prepared teachers, is encountered in every government modification of policy regulating the recruitment of teachers. The pending reforms for both upper secondary and university education attempt to resolve the problems associated with teacher training. Until these reforms are effected, kindergarten and elementary teachers will continue to be trained in the two kinds of schools discussed in this chapter. Most other teachers will continue to be trained at the university level.[1]

Teacher Training Institute *(Istituto Magistrale)*

The *istituto magistrale* (teacher training institute) is a four-year upper secondary school whose chief purpose is to train teachers for the country's elementary schools. Because of this, Italians have traditionally placed the *magistrale* one rung below the three university oriented lyceums (see Chapter III) on the ladder of educational prestige. At the same time, the *magistrale* has always been recognized as preparing students for university study in the Faculty of Foreign Languages and Literatures as well as in that of Education. Indeed, the same office within the MPI controls the lyceums and the *magistrale*. As noted above, the longstanding question of whether the *magistrale* should be professionally or culturally oriented will not be resolved until pending educational reforms are instituted.

Admission. A *diploma di licenza media* (middle school diploma) is the only requirement for admission to a teacher training institute.

Calendar. Italy's teacher training institutes share a common calendar with all of its other secondary schools. Classes start between 10 and 20 September and end between 10 and 30 June. Local authorities determine the precise

1. Exceptions are made for teachers of technical, vocational, artistic, and musical subjects at the secondary level. Physical education teachers are trained at *istituti superiori di educazione fisica* (higher institutes of physical education), three-year university-level schools.

Table 3

The Teacher Training System*

	Age	Age		Years of Education
optional *corsi integrativi*†	[18]			13
istituto magistrale	[17]			12
	[16]	[16]	*scuola magistrale*	11
	[15]	[15]		10
	[14]	[14]		9
scuola media	[13]			8
	[12]			7
	[11]			6
scuola elementare	[10]	Second Level		5
	[9]			4
	[8]			3
	[7]	First Level		2
	[6]			1

*Pre-school and compulsory education is the same as shown in Table 1.

†The 13th year is an option available to those students who wish to qualify for all university faculties.

dates. Class days, divided into two or three chronological units, total 215. Classes meet six days a week, generally beginning at 8:30 A.M. and continuing without interruption except for a brief midmorning break.

Grading. As in middle school, students receive three report cards a year. Grades are entered for all subjects studied. Unlike middle school, however, the teacher training institute continues to employ the traditional numerical scale of 0-10 with 6 as the minimum passing grade. Year-end grades reflect the entire year's work.

Promotion. Students must obtain a grade of 6 in all courses to continue to the next year. Students who fail a course may take a make-up examination *(esame di riparazione)* in September, just before the start of classes. If the make-up examination is failed, the entire year must be repeated. However, the great majority of students who take make-up examinations pass them.

Examinations. In addition to make-up examinations, two other types of examinations are given in the teacher training institutes. *Esami di idoneità* (qualifying examinations) are administered before the last day of classes to external candidates who possess a middle school diploma and who wish to enter any year of an institute.

Since the liberalization of university access in 1969, a State school-leaving examination *(esame di Stato di maturità)* has been taken at the conclusion

Table 1

Traditional Paths to the University

			Age			Age			Age		Years of Education
Non-Compulsory Education	Upper Secondary Education	*Liceo Classico*	[18] [17] [16]	*liceo classico*	*Liceo Scientifico*	[18] [17] [16]	*Liceo Linguistico*	[18] [17] [16]	*triennio*	13 12 11
			[15] [14]	*ginnasio superiore*		[15] [14]		[15] [14]	*biennio*	10 9
Compulsory Education				Lower Secondary Education	*Scuola Media*	[13] [12] [11]				8 7 6
				Primary Education	*Scuola Elementare*	[10] [9] [8] [7] [6]	Second Level First Level			5 4 3 2 1
Pre-School Education				*scuola materna* or *giardino d'infanzia*		[5] [4] [3]				
				nido d'infanzia or *asilo d'infanzia*		[2] [1]				

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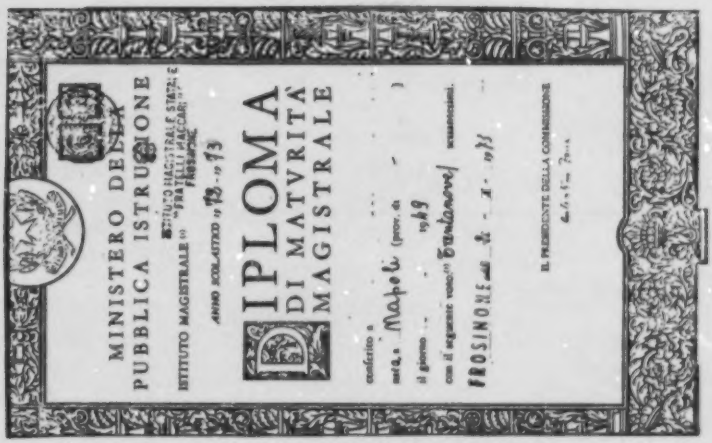

MINISTERO DELLA
PUBBLICA ISTRUZIONE
DIPLOMA
DI MATURITÀ
MAGISTRALE

Document 2. ***Diploma di Maturità Magistrale***

of the school's program. The description of the structure of the *esame di Stato di maturità* found in Chapter III applies to the teacher training institute as well. For institute students, the *maturità* serves also as a qualifying test for teaching in the elementary school system.

Diploma. Students who pass the *maturità* examination receive a *diploma di maturità magistrale*. This diploma gives direct access to higher institutes of physical education (three-year university-level schools), the Oriental University Institute of Naples (a four-year, *laurea*-granting institution), and university Faculties of Education and of Foreign Languages and Literatures. *Magistrale* graduates who wish to enter other university faculties or institutes must complete an additional year of "integrative" study *(corsi integrativi)* designed to bring them up to the cultural level of graduates of the classical and scientific lyceums.

Document 2 represents a *diploma di maturità magistrale*. The format corresponds to that of other upper secondary school diplomas. Three items worth noting are a) the fact that the student's school is a State institution *("Istituto Magistrale Statale")*; b) the grade on the *maturità* examination, 39/60 *("Trentanove/sessantesimi")*; c) the date on which the diploma was conferred, 20 October 1973 ("20-X-1973").

Corsi Integrativi.[2] The *corsi integrativi* available to teacher training institute students who wish to qualify for all university faculties are offered on a

2. The following discussion derives from a treatment of this topic found in L. Livatino and C. Saetta, *Accesso all'università e scelta del corso di laurea* (Rovigo: Istituto Padano di Arti Grafiche, 2nd ed., 1977), pp. 328-32.

yearly basis organized by provincial *Provveditorati agli studi* (education authorities) under the guidance of university professors. These courses, available since scholastic year 1969-70, divide into two categories. The first category, required courses, includes Italian, history, philosophy, and modern mathematics. Their content is standardized throughout Italy. The second category, optional courses, includes Latin language and civilization, a modern foreign language and its civilization, law and economics, and the natural and physical sciences. Their content is arrived at by teachers and students alike in consultation with their university coordinator. Students must choose one of the four optional courses. Classes are generally held in the afternoon in the students' own institute. Attendance is required and no more than one-third of *corsi integrativi* classes may be missed even with a valid excuse. *Corsi integrativi* classes are formed whenever there are at least ten students who request them.

At the conclusion of the *corsi integrativi*, students undergo an oral examination designed to test their intellectual maturity and readiness for study in any university faculty. The examination is conducted by a board consisting of the teachers of the courses presided over by their university coordinator. Students who pass this examination receive an *attestato di idoneità*, a certificate that qualifies them for admission to all university faculties. Those who fail may be denied permission to take the courses over again.

Graduates of teacher training institutes may take *corsi integrativi* and enroll in the university faculties ordinarily open to them (Education and Foreign Languages and Literatures) at one and the same time.

Curriculum. Table 4 presents the curriculum of the teacher training institute. A comparison with Table 2 reveals that the *magistrale* provides its students with 85-90% of the total classroom hours of the three university-oriented lyceums. In fact, *magistrale* students spend more hours in their geography-chemistry-natural sciences class than do either *liceo classico* or *liceo scientifico* students. As might be expected, they also spend more hours in their religion class and as many hours in physical education. Choral singing and psychology are unique to the *magistrale*, as are the optional study of a musical instrument and of agronomy. Other noteworthy differences include the study of education together with philosophy, mathematics with physics, and drawing with the history of art.

Both the psychology and the combined education-philosophy classes have alternative formats, the one historical in its approach, the other systematic and problem oriented. In all formats the material studied is the same. Children's literature is read in all three years of the education-philosophy class; it is analyzed only in the last year.

As in the three types of lyceum, a comprehensive survey is made of Italian literature. In the first two years students are encouraged to write on psychological themes; in the last two years education, literature, and history are topics for essays. *Istituto magistrale* students run their own libraries and are trained in the compilation of libraries for the various years of elementary school.

The syllabuses for mathematics, geography, drawing and history of art,

Table 4

Istituto Magistrale: Weekly Hours of Instruction

Year of Educational System	9	10	11	12
Year of *istituto Magistrale*	I	II	III	IV
Subject	Hours per Week			
Religion	1	2	2	1
Italian	4	4	4	4
Latin	5	3	4	3
Foreign Language	4	4	–	–
Philosophy/Education	–	3	3	4
Psychology	–	1	1	–
History/Civics/Geography	4	4	4	3
Natural Sciences/Chemistry/ Geography	3	3	3	3
Mathematics/Physics	4	3	4	4
Drawing/History of Art	2	2	2	2
Choral Singing	1	1	1	1
Physical Education	2	2	3	3
Electives				
Musical Instrument	2	2	2	2
Agronomy/Rural Bookkeeping	–	–	2	1

and physical education include the review of elementary school programs and textbooks in those same subjects. There is also limited student teaching at local State elementary schools.

As elsewhere in the secondary school system, experimentation has been encouraged throughout the 1970s. This has centered chiefly on an interdisciplinary approach and on establishment of "linked systems" in related disciplines.

Teacher Training School *(Scuola Magistrale)*

Scuola magistrale (teacher training school) is a little known type of school that should not be confused with *istituto magistrale*. Its three year program, illustrated in Table 5, has the sole purpose of preparing teachers for Italy's various pre-school programs (see Chapter II). Thus, although it is at the upper secondary level, *scuola magistrale* is not university oriented; its graduates receive a qualification valid only for employment. The name of this award is the *diploma di abilitazione all'insegnamento nelle scuole del grado preparatorio* (teaching qualification for preparatory level schools).

Document 3 represents a *certificato di studio* (certificate of study) for a *scuola magistrale*. In addition to certifying the award of a diploma it also lists the subjects studied in the final year and the grades received in them. The logo of the school reveals that it is a legally recognized private institution (*"Scuola Magistrale Riconosciuta Legalmente"*). Finally, it should be noted that the reverse of the document bears the seal of the provincial education authority (*"Provveditorato Agli Studi di Livorno"*).

Graduates of a *scuola magistrale* who wish to go on to university study must either enter an *istituto magistrale* via an *esame di idoneità* or sit for an *esame di maturità* as an external candidate.

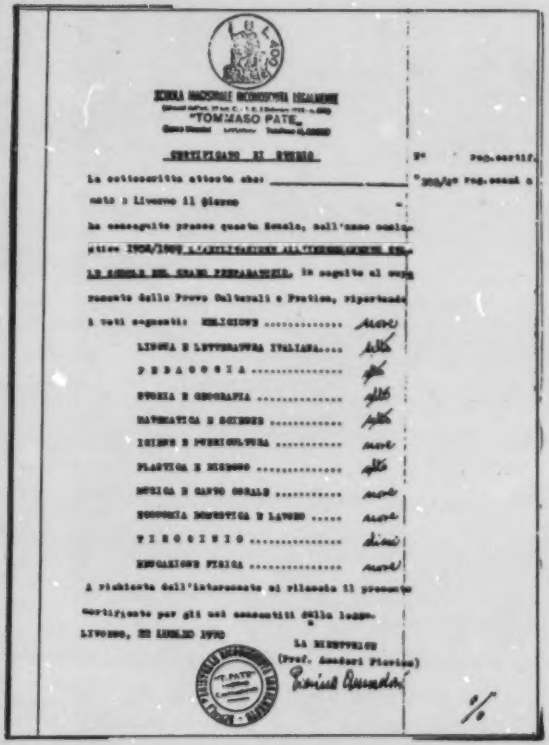
Although Italy's *scuole magistrali* registered a 30% increase in enrollment during the 1970s, they still had only 29,528 students in school year 1977-78.[3] All proposals for the reformation of the upper secondary school system include the elimination of the *scuola magistrale*.

Table 5

Scuola Magistrale: Weekly Hours of Instruction

Year of Educational System	9	10	11
Year of Scuola Magistrale	I	II	III
Subject	**Hours per Week**		
Italian	4	4	4
Education	4	4	4
History/Geography	3	3	3
Mathematics/Bookkeeping/Natural Sciences	4	4	4
Childcare/Hygiene	2	2	2
Religion	2	2	2
Music/Choral Singing	3	2	2
Domestic Economy and Work	3	3	3
Drawing/Modeling	3	2	2
Student Teaching/Conference	2	4	4
Physical Education	–	2	3

3. *Rapporti*, Table 12, p. 98.



SCUOLA MAGISTRALE [illegible]
"TOMMASO PATE"

CERTIFICATO DI STUDIO

La sottoscritta attesta che _____ n° [illegible] Reg. esami o

nato a Livorno il giorno

ha conseguito presso questa Scuola, nell'anno scolastico 1958/1959 [illegible] LA SCUOLA MAG. GRADO PAREGGIATA, in seguito al esame sostenuto delle Prove Culturali e Pratica, riportando i voti seguenti:

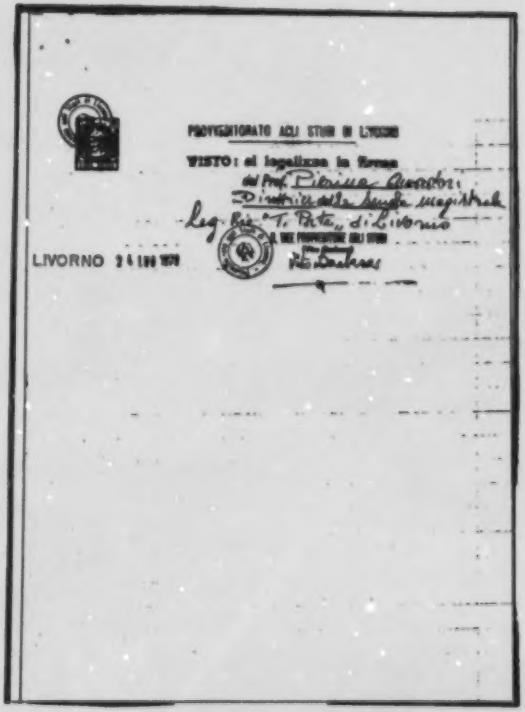
RELIGIONE ..... dieci
LINGUA E LETTERATURA ITALIANA .... otto
PEDAGOGIA ..... otto
STORIA E GEOGRAFIA ..... otto
MATEMATICA E SCIENZE ..... otto
IGIENE E PUERICULTURA ..... nove
PLASTICA E DISEGNO ..... otto
MUSICA E CANTO CORALE ..... nove
ECONOMIA DOMESTICA E LAVORO ..... nove
VIRGILIO ..... dieci
EDUCAZIONE FISICA ..... nove

A richiesta dell'interessato si rilascia il presente certificato per gli usi consentiti dalla legge.

LIVORNO, [illegible] LUGLIO 1959

LA SEGRETARIA
(Prof. Amabri Pierina)

Document 3a. *Certificato di Studio* from *Scuola Magistrale*



PROVVEDITORATO AGLI STUDI DI LIVORNO

VISTO: si legalizza la firma
del Prof. Pierina Amabri
Direttrice della Scuola Magistrale
Leg. "T. Pate" di Livorno

LIVORNO 24 [illegible] 1959

Document 3b. Reverse side.

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Chapter V

Upper Secondary Education: Technical Instruction

With the exception of a few university faculties, technical education in Italy begins and ends at the upper secondary level. At this level there are 9 types of *istituto tecnico* (technical institute) which together offer more than 40 *indirizzi* or branches. These highly popular programs enrolled more than one million students in the 1977-78 school year, thus comprising almost half of Italy's upper secondary school population.[1] Perhaps more than any other type of upper secondary school, the technical institute has been affected by the experimentation and the gradual evolution that have marked the last 20 years of Italian educational history.

History

Technical schools were first established by the Casati Law of 1859. They remained under the jurisdiction of several ministries until 1931 when they were brought entirely under the control of the Ministry of Public Instruction (MPI).[2] Until 1961 the *istituto tecnico* provided only very limited access to university study: its students could go on to the Naval and Oriental Institutes of Naples and to the university Faculties of Economics and Commerce and of Statistical, Demographic, and Actuarial Science. In July 1961, Law 685 opened the Faculties of Engineering and of the Mathematical, Physical, and Natural Sciences to graduates of the technical institutes for surveying, for nautical studies, and for industry. This was followed in November of the same year by a reformation of technical curricula that increased instruction in Italian and history and introduced a more theoretical approach to technical subjects. In the middle and late 1960s there were attempts to make the science courses of the first two years of all technical institutes uniform. For this reason, experimental classes were introduced. Some, notably in the area of physics, employed teaching methods developed in the United States.

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1. *Rapport*, Table 12, p. 95.

2. Organization for Economic Co-operation and Development, *Italy: Reviews of National Policies for Education* (Paris: OECD, 1969), pp. 115, 214. Except where otherwise noted, this discussion derives from pp. 47-48, 56-58, and 115-121.

Table 6

The Technical and Vocational Education System

			Age			Age		Years of Education
Non-Compulsory Education	Upper Secondary Education	*istituto tecnico* (9 types)	[18]	*triennio di specializzazione*	*istituto professionale*	[18]	optional*	13
			[17]			[17]		12
			[16]			[16]	programs of 2, 3, and 4 years exist	11
			[15]	*biennio*		[15]		10
			[14]			[14]		9
Compulsory Education	Lower Secondary Education	*scuola media*	[13]					8
			[12]					7
			[11]					6
	Primary Education	*scuola elementare*	[10]					5
			[9]	Second Level				4
			[8]					3
			[7]	First Level				2
			[6]					1
Pre-School Education	*scuola materna* or *giardino d'infanzia* or *nido d'infanzia* or *asilo d'infanzia*		[5]					
			[4]					
			[3]					
			[2]					
			[1]					

*NOTES: The regular programs of the vocational institute are all fewer than 5 years in length. The option to take additional years, up to a total of 5 years, has been available since 1969.

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This same period saw the introduction of three new types of technical institutes, these for business (1965), tourism (1966), and aeronautics (1970).[3] The liberalization of university access in 1969 opened all university facilities to graduates of all technical institutes.

Methodological and curricular research and experimentation continued throughout the 1970s. The experimental introduction of elective subjects and activities, of fulltime schooling and of interdisciplinary courses in many institutes followed research conducted by the MPI from 1973 to 1975.[4] The experimentation is expected to continue until the pending reformation of all upper secondary schools is realized. (See Appendix A.)

The Nine Types of Technical Institutes

The Italian and English names for the nine types of technical institutes are listed below. The English names of representative branches or specializations (*indirizzi*) are also included.[5]

INSTITUTES	INDIRIZZI
aeronautico (aeronautics)	—
agrario (agriculture)	viticulture and wine making horticulture and animal husbandry
per periti aziendali e corrispondenti in lingue estere (for business experts and foreign language correspondents)	—
commerciale (commerce)	administration foreign commerce accounting
per geometri (for surveyors)	—
femminile (for women)	dietetics for community directors
industriale (for industry)	31 *indirizzi* (e.g., graphic arts, fabric design, industrial chemistry)
nautico (for the nautical industry)	officers engineers assistant shipbuilders
per il turismo (for tourism)	—

3. *Rapport*, p. 35.

4. *Educational Movement*, p. 57.

5. For a more complete listing of representative branches see *Facts About Italy: The Upper Secondary School*, Pamphlet 9 (New York: Italian Cultural Institute, January 1973), pp. 4-5. *Rapport*, pp. 41-50, contains some recent additions to the listing of these branches

Common Features of Technical Institutes

Admission. A *diploma di licenza media* (middle school certificate) is the only requirement for admission to the nine types of technical institutes.

Calendar. As elsewhere at the secondary level, there are 215 class days beginning between 10 and 20 September and concluding between 10 and 30 June. Local authorities determine the precise dates. The scholastic year divides into two or three sessions. All courses continue through all sessions.

Grading. Numerical grades are assigned two or three times a year. The minimum passing grade is 6; 10 is the maximum grade attainable. Year-end grades reflect the entire year's achievement.

Promotion. A student whose year-end grade is below 6 may take a make-up examination *(esame di riparazione)* in September, just before the start of the next year's classes. Students who fail leven one make-up exam must repeat the entire year. The great majority of students who take make-up exams pass them.

Examinations. In addition to make-up examinations, two other types of examinations are given in technical institutes. External candidates must take *esami di idoneità* (qualifying examinations) to be admitted to any year of a technical institute. (These are administered during the last days of classes of a given year.) At the conclusion of their studies, technical students take a State school-leaving examination *(esame di Stato di maturità)*. Since the liberalization of university access in 1969, this exam has replaced the former *esame di abilitazione tecnica* (technical competency examination). The description of the *esame di Stato di maturità* found in Chapter III applies to the technical institutes.

Diploma. Candidates who pass the *maturità* examination receive a *diploma di maturità tecnica* that indicates both the type of institute attended and the *indirizzo* or area of specialization (where applicable) within the institute. This diploma admits students to all university faculties and, except for accountants, is sufficient for inscription in professional registries *(albi)*, a prerequisite for government and private employment.[6] Document 4 represents a diploma from a technical institute for women. The center of the diploma indicates that the student followed a general course of study *(indirizzo generale)*. Of interest is the fact that the school in question, located in the city of Catania, is administered by the autonomous region of Sicily ("Istituto Tecnico Femminile Regionale"). Document 5 presents a diploma from a technical institute for surveyors. Unlike Document 4, no *indirizzo* is indicated because technical institutes for surveyors are single-purpose schools. The second line of the diploma indicates that the school is State-

6. *Rapport*, p. 35.

MINISTERO DELLA PUBBLICA ISTRUZIONE

ISTITUTO TECNICO [illegible]

ISTITUTO TECNICO FEMMINILE REGIONALE - CATANIA

ANNO SCOLASTICO 19 77 - 1978

DIPLOMA

DI

MATURITÀ TECNICA FEMMINILE

INDIRIZZO GENERALE

conferito a [illegible]

nata a PATTI [illegible] prov. di [illegible]

il giorno [illegible] 1959

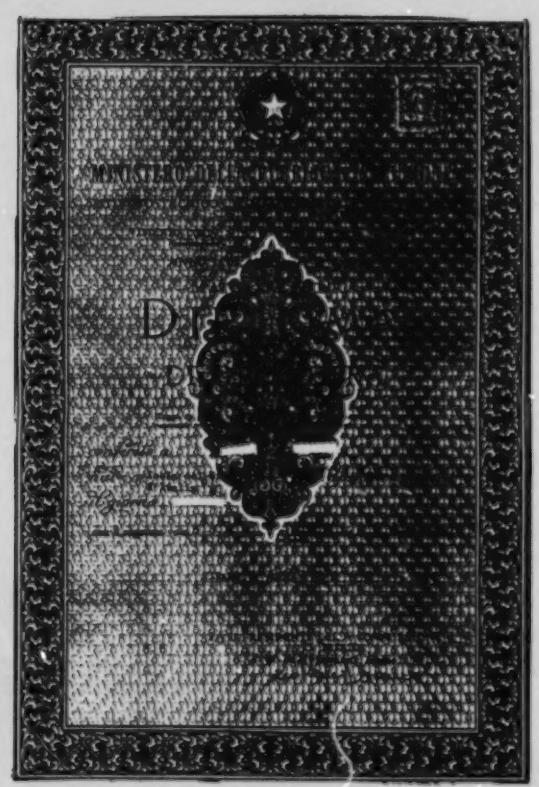
con il seguente voto [illegible]

CATANIA addì -2 DIC. 1978

IL PRESIDENTE DELLA COMMISSIONE

LA PRESIDE

Document 4. *Diploma di Maturità Tecnica Femminile*



Document 5. *Diploma di [illegible] Tecnica di Geometra*

BEST COPY AVAILABLE

operated and that it shares facilities with a commercial institute ("Istituto Tecnico Statale Commerciale e Per Geometri").

Curricula. All nine types of technical institutes have programs that divide into a *biennio* (two-year period of study) and a *triennio di specializzazione* (three-year period of specialization). (The agricultural institutes have both three-year and four-year periods of specialized studies.) Within a given type of technical institute, the *biennio* courses are the same regardless of the area of specialization *(indirizzo)* to follow. *Triennio* courses vary from *indirizzo* to *indirizzo*, but even here there are often courses common to all *indirizzi* within a given type of technical institute. In the last decade many institutes have added post-diploma courses for the updating *(aggiornamento)* and deepening *(perfezionamento)* of material already covered in their five years of study.

Graduates of *istituti tecnici commerciali* with a specialization in accounting must perform two years of apprenticeship before being admitted to a State examination of professional competency.[7] Similarly, graduates of *istituti tecnici nautici* take competency tests offered by the Ministry of Mercantile

Table 7

***Istituto Tecnico per Geometri*: Weekly Hours of Instruction**

Year of Educational System:	9	10	11	12	13
	Biennio			*Triennio*	
Year of Institute:	I	II	III	IV	V
Building Structures	–	–	4	4	7
Chemistry	2	3	2	–	–
Construction Technology	–	–	2	4	3
Economics & Bookkeeping	–	–	3	2	–
Elements of Law	–	–	–	2	3
Foreign Language	3	3	–	–	–
History & Civics	2	2	2	2	2
Italian	5	5	3	3	3
Mathematics	5	4	4	3	–
Natural Sciences & Geography	4	4	–	–	–
Physical Education	2	2	2	2	2
Physics	2	2	3	–	–
Religion	1	1	1	1	1
Rural Technology	–	–	4	–	–
Technical Drawing	4	4	–	–	–
Topography	–	–	4	6	7
Valuation	–	–	–	2	5
total	30	30	34	33	33

7. *Rapport*, p. 35.

Marine after a two-year apprenticeship. The passing of these examinations allows graduates to continue their professional training.[8]

Sample curricula with weekly hours of study for all nine types of technical institutes can be found in *Rapport sur le mouvement éducatif en Italie* (1976-1978), pp. 41-50. In addition, the Milan publishing house of Pirola offers a series of pamphlets describing the curricula and syllabuses of all technical institutes except for the *istituto tecnico aeronautico*. Tables 7 and 8 present the weekly schedues of subjects for a technical institute for surveyors and for a technical institute for women.

Table 8

***Istituto Tecnico Femminile:* Weekly Hours of Instruction**

Year of Educational System:	9	10	11	12	13
	Biennio			*Triennio*	
Year of Institute:	I	II	III	IV	V
Bookkeeping	–	–	3	2	–
Chemistry & Mineralogy	–	–	3	3	3
Domestic Economy	2	2	3	3	4
Drawing	4	4	2	2	2
Education	–	–	2	2	2
Foreign Language	3	3	3	3	3
History of Art	–	–	1	2	2
History & Civics	2	2	2	2	2
Hygiene & Child Care	–	–	2	2	–
Italian	6	6	3	3	3
Legislation & Social Services	–	–	–	3	3
Mathematics	4	4	–	–	–
Natural Sciences & Geography	3	3	–	–	–
Physical Education	2	2	2	2	2
Physics	2	2	–	–	–
Religion	1	1	1	1	1
total	29	29	27	28	27
Practical Activities					
Domestic Economy	2	2	3	2	3
Feminine Occupations	4	4	5	4	5
grand total	35	35	35	36	35

8. OECD, p. 126.

Chapter VI

Vocational Education, Vocational Training, Adult Education

Italians make an important distinction between vocational education *(istruzione professionale)* and vocational training *(addestramento professionale)*. The former, controlled by the State through the Ministry of Public Instruction (MPI), is offered in only one type of school, the *istituto professionale* (vocational institute). Over 1,600 of these schools exist; they grant two types of academic titles.

Vocational training, on the other hand, is highly fragmented. The State exercises some control through the Ministry of Labor; the Regions are also heavily involved; industry, labor unions, and private organizations also help to train workers. Vocational training never results in academic titles. The certificates associated with it, however, do have real meaning and value in the work world.

The Vocational Institute

The vocational institute *(istituto professionale)* is an upper secondary school with programs of varying duration. A *licenza media* (middle school diploma) is the only requirement for admission. Its school year begins between 10 and 20 September and ends between 10 and 30 June. Class days total 215. Grading is on a scale of 0-10 with 6 as the minimum passing mark. Year-end grades reflect the entire year's work. Students must obtain a grade of 6 in all courses to continue to the next year. Students who fail a course may take a make-up examination *(esame di riparazione)* in September, just before the start of classes. If the make-up exam is failed, the entire year must be repeated. In fact, however, most students who take make-up exams pass them.

Like the technical institute, the vocational institute has been significantly affected by the continuing evolution of Italian education. Introduced on an experimental basis in 1950, the vocational institute has come to replace other kinds of vocational schools, all of which were phased out during the 1960s.[1]

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1. See Eunice Chapman: *Italy, A Survey of Italian Education and Guide to the Placement of Italian Students in Educational Institutions in the U.S.A.* (Washington, D.C.: The American Association of Collegiate Registrars and Admissions Officers, 1962), pp. 17-21, for a discussion of vocational education in Italy ten years after the creation of the first *istituti professionali*.

Presently there are six types of vocational institutes: for agriculture (*per l'agricoltura*), for marine activities (*per attività marinare*), for commerce (*per il commercio*), for industry and handicrafts (*per l'industria e l'artigianato*), for the hotel trade (*alberghiero*), and for the domestic sciences for girls (*femminile*). Although the names of the six types of vocational institutes recall those of the nine categories of technical institutes, one should not confuse the two. The vocational institute, as will be seen, is a narrower type of school which lacks the academic and cultural scope of the technical institute.

Until 1969, Italy's vocational institutes offered programs or "qualifications" of two, three, and four years only. (Three-year programs remain the most common.) At that time more than 100 programs were in existence.[2] Because Italy now has more than 1,600 vocational institutes and because individual institutes may easily add or drop qualifications, it is impossible to provide a current listing of them.

Vocational institutes differ from other secondary schools in that representatives of the localities in which they are found sit on their *consiglio di amministrazione* (governing board) even though the institutes remain ultimately under the control of the MPI. Each institute is divided into sections which are further subdivided into the various qualifications offered by the institute.

Because the vocational institute has a narrow, vocational program with minimal academic content, the certificate it confers has little academic value. Students who complete one of the regular programs sit for a comprehensive examination similar in its structure to the *maturità* examination described in Chapter III. Because the examination is designed to certify knowledge of the trade the student has learned, the certificate conferred on those who pass it bears the name of the trade and the words *diploma di qualifica* (qualifying diploma). Since the mid-1960s, graduates of vocational institutes have had their qualifications noted on their official work cards and have been admitted to competitive examinations (*concorsi*) for civil service jobs.

Courses offered in vocational institutes do not have hard and fast syllabuses. Rather, they have flexible "vocational profiles" designed to teach all the operations for a particular craft. Profiles are adjusted to meet the changing needs of industry. Students generally spend 40 hours a week in class, half of which are devoted to practical work.[3]

In 1969, the year that saw liberalization of university access, the MPI approved the introduction of experimentation that has continued over the last decade. The first phase of this experimentation affected 400 vocational institutes. In 50 institutes the general cultural or academic component was increased in the first *biennio* (two-year period of study). In the remaining 350 institutes, all programs or qualifications were lengthened to five years.[4] By bringing the number of years of study in line with that of the technical

2. See OECD, *Italy*, pp. 129-132, for a listing of qualifications in existence at the time of its publication.

3. OECD, *Italy*, p. 121.

4. Placido Sassu, *Vent'anni di formazione professionale in Sardegna: Storia, problemi, proposte* (Sassari: Editrice Libreria Dessì, 1978), p. 42.

institutes, the MPI attempted to provide vocational institute students with an equivalent education. The number of five-year programs has increased greatly since 1969, so much so that many vocational institute students now take them. At the end of these five years, students sit for a State maturity examination, one that resembles in its structure that taken by other upper secondary school students. Those who pass receive a *diploma di maturità professionale* (vocational maturity diploma) which, like all other five-year diplomas, has since 1969 provided direct access to all university faculties.

In spite of this experimentation, the *istituto professionale* faces an uncertain future. The most commonly proposed reforms of upper secondary education exclude a vocational education sector. It is widely believed that formal vocational education will—like the vocational training programs discussed below—pass over to regional control in the near future.

Vocational Training

Until 1972 all public vocational training was under State control. The MPI, as noted above, regulated vocational institutes. Other ministries—Agriculture, Justice, Defense, Foreign Affairs, and, most importantly, Labor—either alone or in conjunction with the MPI also offered vocational and job training. In January of that year, however, the State transferred to the Regions all responsibility for *formazione professionale* (vocational formation). Since then the individual Regions have developed many programs of their own. At the same time, the State remains involved in vocational training both directly and indirectly through the Ministry of Labor. It is directly involved through its centers for vocational training (*centri di addestramento professionale* or CAP), which date from 1949 and Italy's response to World War II.[5] It is indirectly involved to the extent that it funds some of the regional training programs. What is important about both CAP programs and the other programs discussed below is their almost exclusively vocational nature. Although there are strenuous efforts being made in Italy to close the cultural gaps in workers' education, only the State vocational institute programs have sufficient academic content to qualify them as secondary school programs.

By 1977, for example, the Region of Sardinia had 16 centers for vocational formation (CRFP) in operation. The following brief description of the program offered by one of these centers will provide some idea of one Region's attempts to fulfill its new responsibility in the area of vocational training.[6]

The CRFP in Sassari trains workers for new jobs as well as for the improvement of existing skills. Young people are admitted as early as age 14 if they possess a middle school diploma. Those without this diploma may be admitted at age 15, the age at which one qualifies for a Ministry of Labor

5. Sassu, p. 42.

6. The following discussion derives from a visit to a CRFP in Sassari, a visit guided by Prof. Alberto Merler of the University of Sassari and hosted by Mr. Placido Sassu, director of the CRFP.

libretto di lavoro (work book). The only other requisite for admission is that candidates who already have a work book must first turn it in to the Ministry of Labor. This is done to prevent trainees from working during their time at the center. Funding for the program comes from the Ministry of Labor and the European Social Fund of the European Economic Community as well as from the autonomous Region of Sardinia.

Courses at the center were originally offered in two cycles. Presently they are divided into four modules of three or four months each. These modules, with holidays and other interruptions, extend over two calendar years. Trainees attend classes 5 hours a day, six days a week. Classroom time is divided almost equally between theory and practice. During the third module, trainees spend almost half of their time working at their trade on a job site. Throughout, 2 or 3 hours a week are devoted to civics and topics of a general cultural nature. The instructors for these hours are either retired elementary school teachers or holders of a *laurea* (university degree) in political science, law, or history. At the end of the course, trainees sit for a comprehensive examination modelled, like that of the regular vocational institute courses, on the State *maturità* examination. Those who pass—generally 90-95%—have their new *qualifica professionale* (vocational or occupational qualification) noted in their work books. While this notation has absolutely no academic value, it has significance in terms of both obtaining employment and securing promotion.

The CRFP at Sassari had about 300 youths from 14-18 years of age enrolled in November of 1979. At the same time it enrolled some 400 adults 19 or older. Both categories of trainees receive some form of financial assistance. About 30% of the trainees drop out of the course. The reasons for this vary: some must leave because they cannot afford to stay, others are discouraged because employment is not guaranteed to those who successfully complete the course.

In addition to regional training programs such as the one described above, many private programs are offered as well. These are offered by trade unions, industrial concerns, semi-public entities, and Roman Catholic religious orders. Like their regional counterparts, they often provide sound vocational training. They do not, however, offer any academically approved programs.

"The 150 Hours"

"The 150 Hours" program is, in effect, a released time program for workers. It originated in the late 1960s when the metal workers' union contract provided for employers to pay for up to 150 hours of schooling a year. Workers originally attended classes modelled on traditional secondary school classes. There was, however, a movement away from this model during the 1970s. Similarly, although the program was originally limited only to employed metal workers, it has spread to other trades as well as to the unemployed and the underemployed. Courses of a general cultural content predominate over those of a purely vocational nature. This typifies a movement both within the Italian trade unions and the government to close the gap between workers and intellectuals.

The program helps adults obtain a middle school diploma. Recently, the program has been extended to help adults get upper secondary school diplomas as well.

Finally, in some cases workers attend seminars in university facilities. These seminars are not, however, at the university level.

Other Adult Education Programs

Although the programs described above are more likely to be encountered by American admissions officers and others who evaluate Italian educational credentials, the following programs are worthy of brief mention.[7]

Scuola popolare (Popular School). This widely diffused program, in existence since 1947, was originally designed to reduce the number of illiterates in Italy. Since 1959 it has also assisted adults in obtaining a middle school diploma through CRACIS.

CRACIS. CRACIS is the acronym for a special *scuola popolare* program that has, through school year 1970-71, helped about 50,000 adults to obtain the equivalent of a middle school diploma. Since 1971, the certificate awarded through this program has been accepted as the legal equivalent of a middle school diploma for employment and promotion purposes. Since the 1973-74 school year, it has also been possible for CRACIS students to obtain a certificate which is legally recognized as the academic equivalent of a middle school diploma.

CSEP. CSEP stands for Social Centers of Permanent Education. As their name suggests, these centers are vehicles of general adult education. They do not assist adults in obtaining any kind of legally recognized diplomas or certificates. They have been in existence since 1969.

7. See *Educational Movement*, pp. 64-66, for a further discussion of these programs.

Chapter VII

Art and Music Education

The Italian educational system makes a sharp distinction between training in the practice of an art and training in the theory of an art. Students interested in art criticism or music theory, for example, enroll in a university Faculty of Letters. Students who want to learn the practice of an art, on the other hand, enroll in one or more of the schools described in this chapter.

A further distinction is made between the applied arts and the fine arts. The former are subjects at the country's many art institutes as well as at the handful of higher institutes of industrial art. The latter are taught at art lyceums, music conservatories, and other non-university academies and institutes.

As is true elsewhere in Italian education, change has begun in the teaching of art and music at both the secondary and the postsecondary levels. Reference to changes already realized is made in the appropriate sections that follow.

The Art Institute

The art institute (*istituto d'arte*) is a three-year upper secondary school designed to prepare teachers of drawing at the secondary level as well as craftsmen skilled in the applied and industrial arts. Students who possess a *licenza media* (a middle school diploma) are accepted for admission to an art institute without further examination. Candidates without a middle school diploma must pass an entrance exam.

The art institute has a long and complicated history. Its present structure dates from 1965. From 1923 to 1962 it had a six-year program which students entered directly from elementary school. The first three years were known as the *scuola d'arte* (art school), a term still encountered in writings about art education in Italy. The second three years constituted the art institute proper.[1] In 1962 the art school was eliminated and replaced by the current *scuola media* (middle school). At the same time, however, provision was made for special middle schools to be attached to art institutes. These special middle schools have programs that differ from ordinary middle schools in

1. Luciano Caramel and Francesco Poli, *L'arte bella: La questione delle accademie di belle arti in Italia* (Milano: Feltrinelli, 1979), p. 25. Pages 24-27 contain an excellent brief history and description of the art institute. This discussion, except where otherwise indicated, derives largely from these pages.

two ways. First, the number of hours of music education is reduced from 2 per week to 1 a week. Second, the ordinary art education class (which meets 2 hours a week) is replaced by two classes: Drawing from Life (which meets 3 hours a week each of the three years) and Modelling (which meets 2 hours a week the first year and 3 hours a week each of the next two years).

As in other upper secondary schools, classes meet 215 days during the year. The first day of classes, determined locally, falls between 10 and 20 September. The last day, also determined locally, falls between 10 and 30 June. Although there may be two or even three significant breaks during the school year, all courses meet for its entire length.

Each art institute is self-governing within limits set by the MPI. Promotion from the first to the second and from the second to the third year is usually on the basis of year-end grades. These are recorded numerically, with 6 the minimum passing grade and 10 the highest grade attainable. Where promotion is on the basis of single year-end examination, *esami di riparazione* (make-up examinations) are available to students who fail. As in Italy's other upper secondary schools, *esami di idoneità* (qualifying examinations) are held for external candidates who seek admission to the second and third years of an art institute.

The programs of study and weekly schedules of classes at Italy's 146 art institutes vary from school to school.[2] Typically, the program divides into courses peculiar to the institute's various *sezioni* (specialities). Common courses generally include religion, physical education, Italian, civics, history and geography, history of art, mathematics, physics, chemistry, natural sciences, and drawing. The Italian and English names of the 13 *sezioni* follow:[3] *Arte Ceramica* (Ceramics); *Arte della Grafica Pubblicitaria e della Fotografia* (Photographic & Graphic Advertising Arts); *Arte dei Metalli e della Oreficeria* (Metalworking & Goldworking); *Arte delle Pietre Dure* (the Art of Hard Stones); *Arti della Stampa* (the Art of Printing); *Arte del Tessuto* (the Art of Fabrics); *Arte del Vetro* (Glassblowing); *Arte del Legno* (Woodworking); *Scenotecnica* (Stage Techniques); *Decorazione Pittorica* (Pictorial Decoration); *Decorazione Plastica* (Plastic Decoration); *Disegnatori di Architeitura e Arredamento* (Architectural & Interior Design); *Modo e Costume* (Fashion & Costume).

No one art institute offers all 13 *sezioni*. The distribution of *sezioni* is generally based on local traditions and industrial needs. At the end of their three-year program, art institute students take a diploma examination. Those who pass receive a *diploma di maestro d'arte* (both "art teacher's diploma" and "master of art diploma"). This diploma gives access only to a fine arts academy (see below).

Students who possess a *maestro d'arte* diploma may continue on at their

2. Caramel and Poli, *L'arte bella*, p. 24, cite 132 as the number of State *istituti d'arte* and 14 as the number of non-State *istituti* in 1973-74.

3. *Il Donatello: Guida all'istruzione artistica* (Roma: L'Ente nazionale per le biblioteche popolari scolastiche, 1972), pp. 14-15.

art institute for one of three types of further study.[4] The first of these, available on an experimental basis since 1970, comprises a two-year program of complementary courses offered at selected institutes. These courses, listed in Table 9, are meant to broaden the students' academic and artistic knowledge. Students who successfully complete these courses are admitted to a State examination similar to the *maturità* examination described in detail in Chapter III. A passing mark on this exam earns a *Diploma di maturità d'arte applicata* (an applied art maturity diploma) which gives direct access to all university faculties.

Table 9

Complementary Courses Preparatory to *Maturità d'Arte Applicata* Examination Offered at Selected Art Institutes

Subject	Hours Per Week	
	Year I	Year II
Religion	1	1
Italian Literature & History	6	6
History of the Visual Arts	4	4
Mathematics & Physics	5	5
Chemistry & Technological Laboratory	4	4
Elements of Economics & Sociology	1	1
Theory & Applications of Descriptive Geometry	4	4
Visual Education	2	2
Layouts	6	6
Practice Sessions	4	4
Physical Education	2	2
Total	39	39

SOURCE: *L'arte bella*, p. 27.

The second type of further study is the two-year teacher training course *(corso biennale di magistero)* available for some years at several institutes. (Chief among these are the institutes at Florence, Naples, Venice, Palermo, and Trieste.) This course, also experimental in nature, is designed to give greater preparation in the teaching of art and drawing at the secondary level. The *corso biennale di magistero*, like so many experiments of the last two decades, will probably disappear with the realization of the pending reform of upper secondary education.

Finally, several institutes offer their graduates specialization and advanced courses in their *sezioni*. These courses do not, however, result in a higher diploma.

4. Not all types are available at all *istituti*.

The Higher Institute of Industrial Art

The higher institute of industrial art *(istituto superiore per l'industria artistica* or ISIA as it is commonly referred to) is a product of the last two decades of educational experimentation and evolution in Italy. As such it provides an interesting illustration of the forces shaping the Italian school system of the last decades of the twentieth century.

Since World War II there has been a growing recognition that educational developments in Italy have not kept pace with social and economic change. Artistic education in particular has been viewed as anachronistic. Because of this, the art institute became the locus of experimentation as early as 1960 when the first advanced course in industrial design was introduced in Venice.[5] This was followed by similar courses at Faenza, Florence, Urbino, Parma, and Rome. The purpose of these courses was to address the needs of local industry for more sophisticated training in the applied arts, training available—then and now—nowhere else in Italy's school system. While these courses had no official recognition (they granted only an *attestato di frequenza* or certificate of attendance), they did satisfy a real need in the local economy.

Although the MPI eventually closed out the programs at Venice, Florence, and Rome, it subsequently gave approval to Italy's first true ISIA. This was established in Rome in 1973 on an experimental basis. It was followed by the establishment of ISIAs in Urbino (1974) and Florence (1975). Although all three are considered experimental—the first cycle of experimentation ended in December 1977—their programs have already achieved a reputation for high quality. It is especially noteworthy that the ISIAs' academic programs are considered to be at university level. The wedding of a quality artistic program to a quality academic program is unique and anticipates the most commonly proposed reforms of upper secondary and university education in Italy.[6]

The programs of the three ISIAs currently in existence are all different. That at Rome focuses on industrial design and visual communication. Urbino's program offers specializations in editorial and advertising arts. The ISIA at Florence offers a program in industrial design.[7]

All three institutes have four-year programs open to graduates of art institutes or artistic lyceums. (Other candidates for admission must take an entrance exam.) Thus, the ISIA is the applied arts' equivalent of the fine arts academy (see below).

The Artistic Lyceum

The artistic lyceum *(liceo artistico)* is a four-year upper secondary school with

5. See *L'arte bella*, pp. 32-35, and *Educational Movement*, p. 58, for a more complete history of the ISIA.

6. See Chapter I for a description of the traditional distinctions made in Italy between "cultural" studies on the one hand and "artistic" and "professional" studies on the other. See Appendix A for a discussion of proposed reforms.

7. See *L'arte bella*, p. 33, for each institute's curriculum.

two curricula. One program is oriented toward advanced study in the fine arts; the other prepares students for the study of architecture. As Table 10 demonstrates, the first two-year period of study *(biennio)* is common to both programs or *sezioni*. The chief differences in the second *biennio* (years 3 and 4) are the greater attention devoted to figurative design by fine arts *(sezione* I) students and the continuation of mathematics and physics for pre-architecture *(sezione* II) students.

The artistic lyceum remains substantially unchanged since its introduction with the Gentile reforms of 1923. Traditionally, artistic lyceums have been attached to fine arts academies (see below). A 1963 law first permitted the physical separation of the two types of schools. The artistic lyceums, however, did not achieve true independence from the fine arts academies until

Table 10

The Artistic Lyceum: Weekly Schedule of Classes

Year of Educational System	9	10	11		12	
	Year 1	Year 2	Year 3		Year 4	
Subject	(Common *Biennio)*		Sec. I (Fine Arts)	Sec. II (Pre-Arch.)	Sec. I (Fine Arts)	Sec. II (Pre-Arch.)
Figure Drawing	10	6	8	4	8	4
Ornamental Design	10	6	8	4	8	4
Figurative Modelling	–	4	4	4	4	4
Ornamental Modelling	–	4	4	4	4	4
Geometric Drawing	4	3	–	–	–	–
Perspective	–	–	4	4	4	4
Elements of Arch.	–	2	4	4	4	4
Anatomy	–	–	2	2	2	2
Total	24	25	34	26	34	26
Literature & History	3	3	4	4	4	4
History of Art	2	2	2	2	3	3
Mathematics & Physics	4	4	–	4	–	5
Natural Sci., Chemistry & Geography	3	3	–	2	–	–
Religion	1	1	1	1	1	1
Phys. Ed.	2	2	2	2	2	2
Total	15	15	9	15	10	15

SOURCE: Italian Cultural Institute of New York.

1974 when they won their own directors. Until then they were headed by the director of the local or attached fine arts academy.[8]

Until 1962 all candidates for admission to an artistic lyceum had to pass an entrance exam. Since then, however, a middle school diploma has been sufficient for direct admission. Candidates who do not possess a middle school diploma must take a series of written and oral exams in both artistic and academic subjects. The artistic exam covers ornamental design, geometric design, and water color painting. Each part is administered during 8 hours on separate days. The academic subjects tested include Italian (a 4-hour essay), history, mathematics, and geometry.[9]

Promotion from year to year is, as elsewhere in Italy's upper secondary school system, on the basis of year-end grades. Grades range from 0 to 10 with 6 the minimum passing grade. Students who fail a subject may take an *esame di riparazione* (make-up examination) in September, just before the start of classes. Students who fail even one make-up exam must repeat the entire year. External candidates for admission to the second, third, and fourth years of an artistic lyceum must pass *esami di idoneità* (qualifying examinations). These exams, offered before 30 June of each year, cover the entire program of the years of artistic lyceum prior to that to which the candidate is seeking admission.

Students who complete their fourth year of studies with an average grade of at least 5 out of 10 are admitted to the *esame di maturità* (maturity or school leaving examination). External candidates are admitted if they fall into one of the following three categories: completion of their twenty-first year even if not in the possession of any scholastic diploma; possession of a diploma from any other upper secondary school; possession of a middle school diploma obtained at least four years prior to the maturity examination to be taken.

The maturity examination resembles the artistic lyceum entrance exam in that it is divided into artistic and academic components. The artistic component is further divided into two artistic compositions spread over 11 days. One grade is assigned for both compositions. Academic covers Italian, history & civics, the history of art, mathematics & physics, physical education, and chemistry, geography & the natural sciences. The Italian component of the examination is both oral and written. For internal candidates, the oral part deals primarily with the subject matter of the last year, but also touches upon topics from the first three years; for external candidates, the subject matter of all four years is tested in equal measure. The remaining parts of the exam—all of which are oral—are similarly structured.[10]

Students who pass the maturity examination receive a *diploma di maturità artistica*. The diploma indicates the section of the artistic lyceum attended. Students with a *sezione* I diploma have direct access to a fine arts academy.

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8. *L'arte bella*, pp. 27-28.

9. *Istruzione artistica: Accademia di belle arti, liceo artistico, scuole e istituti d'arte* (Milano: Pirola Editore, 1979), pp. 27-30. Students who have completed three years of an *istituto d'arte* do not have to take entrance exams.

10. *Istruzione artistica*, pp. 50-62.

Students who earn a *sezione* II diploma may enter a university Faculty of Architecture.

Graduates of an artistic lyceum who wish to enter university faculties other than Architecture must take an additional year of *corsi integrativi* (integrating courses). These courses, now available at most artistic lyceums, were first provided for by a law of October 1970. As in the teacher training institutes (see Chapter IV) the *corsi integrativi* are organized by provincial education authorities under the guidance of university professors. There are four required subject areas: Italian, philosophy, mathematics, and science. The syllabuses for these are uniform for all artistic lyceums. In addition there are four optional subject areas. Students must choose one in which to be examined. These include a modern language and its civilization, modern and contemporary history, economics and law, and physics. The content of optional courses is arrived at by teachers and students alike in consultation with their university coordinator. Classes are generally held in the afternoon at the students' own lyceum. Attendance is required; no more than one-third of *corsi integrativi* classes may be missed even with a valid excuse. *Corsi integrativi* classes are formed whenever at least ten students request them.

At the conclusion of their *corsi integrativi*, students undergo oral exams designed to test their intellectual maturity and readiness for study in any university faculty. The exam is conducted by a board consisting of the teachers of the courses presided over by their university coordinators. Students who pass this exam receive an *attestato di idoneità* (certificate of fitness). This admits them to all university faculties. Those who fail may take the exam over unless the examining board exercises its right to deny a second examination.

Graduates of an artistic lyceum may enroll in *corsi integrativi* and a university Faculty of Architecture at one and the same time.[11]

The Academy of Fine Arts

The academy of fine arts *(accademia di belle arti)* is a four-year postsecondary institution with organizational similarities to both an upper secondary school and a university faculty. Its origins can be found in the Middle Ages. Its present structure dates from 1923. As of 1976-77, there were 19 State academies in Italy. Together they enrolled more than 9,000 students. To these must be added three legally recognized non-State academies (those of Perugia, Ravenna, and Viterbo) and two non-State academies not yet granted Ministerial recognition (that of Genoa and the Carrara of Bergamo).[12]

The various academies offer four *Corsi* or "schools": painting, sculpture, decoration, and scenography. (Not all "schools" are available at all academies.) Each *Corso* has a four-year program of compulsory subjects supplemented by "special" subjects of one year's duration. Each *Corso* operates independently of the others. Students may not be enrolled in a *Corso* for

11. This discussion derives largely from *Accesso all'università*, pp. 328-32.
12. *L'arte bella*, p. 44.

more than five years. Attendance is required, though not always strictly enforced. A law of 1977 provided for a *piano di studio* (study plan) comprising 20 examinations, including both regular and special subjects. No more than 80 students are allowed in any one *Corso*.[13]

Students who possess a *diploma di maestro d'arte* or a *diploma di maturità d'arte applicata* (see The Art Institute), or who possess a *Sezione* I *diploma di maturità artistica* (see The Artistic Lyceum) may be admitted to an academy of fine arts without examination. Other candidates must pass a series of artistic and academic exams. (To be admitted to these, a candidate must possess a secondary school diploma or, lacking that, must be 21 years of age.) Candidates who possess a *Sezione* II *diploma di maturità artistica* (see The Artistic Lyceum) are exempt from the academic examinations.

The entrance exams vary from academy to academy. The academic component of the Roman academy examinations, for example, covers the entire four-year curriculum of the artistic lyceum. The artistic component of that same academy's exam is different for each of the four *Corsi*. In each case, however, the examination is rigorous, lasting 6-8 hours for each of eight or nine days. Unlike the other types of schools already discussed in this chapter,

Table 11

The Academy of Fine Arts: Weekly Hours of Instruction

Year:	I	II	III	IV
*School of Painting**				
Painting	18	18	18	18
Techniques of Etching	–	–	4	4
Anatomy for Art	5	5	3	3
Hist. of Art and Costume	2	2	2	2
Totals	25	25	27	27

Year:	I	II	III	IV
*School of Sculpture**				
Sculpture	18	18	18	18
Anatomy for Art	5	5	3	3
History of Art	2	2	2	2
Totals	25	25	23	23

Year:	I	II	III	IV
*School of Decoration**				
Decoration	18	18	18	18
Ornamental Model.	–	–	6	6
Anatomy for Art	5	5	4	4
History of Art	2	2	2	2
Totals	25	25	30	30

Year:	I	II	III	IV
*School of Scenography**				
Scenography	18	18	18	18
Hist. of Art and Costume	2	2	4	4
Totals	20	20	22	22

SOURCE: "*Informazione*," Accademia di Belle Arti di Roma, 1979.
*Also, several "special courses."

13. This and most of the subsequent discussion derives from the following sources: *L'arte bella*, pp. 38-63; *Istruzione artistica*, pp. 9-17; "*Informazioni*," a pamphlet prepared by the Accademia di belle arti of Rome (1979); discussions with MPI officials.

the academy of fine arts does not permit students to enter its programs at the second, third, or fourth years.

As in a university, the academy's scholastic year begins in November. The structure of its academic and artistic subjects also resembles that of university courses: the content is not fixed from year to year; rather, each year each instructor shapes his course around a different theme. As Table 11 indicates, the emphasis of the studies is highly professional in nature. The number and content of special courses vary from academy to academy. Students generally work closely with their instructors in a studio or laboratory environment.

Regulations governing promotion from year to year as well as those governing diploma exams also vary from academy to academy. In general, there are year-end exams in academic subjects; the final grade in artistic subjects generally reflects the entire year's work. As in universities, grades range from 0 to 30 with 18 as the lowest passing grade.

The diploma examination takes place before a commission named by the director of the academy. Students present an exhibition of the best works of their four years as well as a thesis. The commission not only questions students about all subjects studied but about their artistic compositions and their theses. The diploma grade reflects all components of the exam and is entered on the diploma. The minimum passing grade is 66; 110 is the maximum. Students who fail the exam may repeat it in the autumn.

The Music Conservatory

The music conservatory *(conservatorio di musica)* is a unique type of school whose several programs vary from five to ten years in length. Until recently, there existed only a handful of State conservatories. Over the last two decades, however, their number has increased to more than 40. This expansion has resulted, for the most part, from the conversion to State control of music institutes *(istituto musicale)*.[14]

Like the fine arts academy the music conservatory shares structural characteristics with both Italy's upper secondary schools and its universities. Students who possess a middle school diploma are admitted to it directly. Other candidates for admission must pass an entrance exam. Each *conservatorio* offers 19 courses of study known as "schools." These schools offer study in the major instruments and branches of musical composition and conducting. Each school divides into two or three separate programs: a *corso inferiore* (lower course), *corso medio* (middle course), and *corso superiore*

14. The music institute resembles the music conservatory in all but three respects: it is controlled at the level of the commune, it offers fewer instruments, and it requires an entrance examination of all candidates for admission. Most music institutes are officially recognized by the MPI. Since they are in all essential respects identical to music conservatories, music institutes will receive no further discussion in this chapter. Finally, it should be noted that the music institute was known until recently as the music lyceum *(liceo musicale)*.

(higher course). Students who complete the entire program of a school (regardless of the number of courses that comprise the school) receive a diploma that bears the name of that school. Students who complete an individual *corso* only receive an *attestato di frequenza* (certificate of attendance) for the *corso* completed. Only the diploma has legal value. Most schools have only a *corso inferiore* and a *corso superiore*. Table 12 lists the 19 schools.

Table 12

The Music Conservatory: The Nineteen "Schools"

School	YEARS OF STUDY			Total Years
	Corso Inferiore (Lower Course)	*Corso Medio* (Middle Course)	*Corso Superiore* (Higher Course)	
Composition	4	3	3	10
Polyphonic Vocal Composition	4	3	3	10
Orchestral Conducting	4	3	3	10
Choral Direction	4	–	3	7
Band Instrumentation	4	–	3	7
Organ & Organ Composition	5	3	2	10
Harp	7	–	2	9
Singing	3	–	2	5
Piano	5	3	2	10
Violin	5	3	2	10
Viola	5	3	2	10
Violincello	5	3	2	10
Contrabass	5	–	2	7
Oboe	5	–	2	7
Clarinet	5	–	2	7
Bassoon	5	–	2	7
Flute	5	–	2	7
Horn	4	–	2	6
Trumpet & Trombone	4	–	2	6

SOURCE: *Il Donatello*, p. 17. See also: Italian Cultural Institute. *Facts About Italy: The Upper Secondary School*, Pamphlet 9 (New York: IIC, January 1973), p. 8.

The curriculum of each school is further divided into *corsi principali* (major subjects) and *corsi complementari* (complementary subjects). The *corsi principali* are those peculiar to each school. Here each teacher has no more than ten students. Complementary courses may be either musical (e.g., Complemental Organ and Gregorian Chant) or academic (e.g., History of Music or Italian Literature). The number and the duration of complementary courses vary from school to school. In general, the academic component of the music conservatory is not highly regarded.

As in the institute of art, special middle schools are usually attached to music conservatories. These resemble ordinary middle schools in all respects except for their enriched music program. This is divided into two components: a musical instrument (2 hours a week each of the three years) and Theory and Solfeggio (3 hours a week each year). Some music conservatories also offer experimental courses that constitute, in effect, a lyceum program and lead to a *diploma di maturità musicale.*[15] In addition, most conservatories offer optional *corsi straordinari* (extracurricular course) in related subjects (e.g., classical guitar or percussion instruments). Finally, for students who have earned a diploma from a conservatory there exist specialized post-diploma courses at the Accademia di Santa Cecilia of Rome.

The National Academy of Dramatic Art

The National Academy of Dramatic Art (*Accademia nazionale d'arte drammatica* "Silvio D'Amico") is the only school of its kind in Italy. It took its present organization in 1937 when it was officially established in Rome, supplanting a preexisting school of acting. Its curriculum consists of two three-year programs, one to train actors, the other for directors.

The program for actors *(recitazione)* includes courses in acting, the history of theatre, dance and gymnastics, fencing, the history of costume, make-up, and singing. The program for directors *(regia)* also includes courses in fencing, dance, gymnastics, singing, make-up, the history of theatre, and the history of costume. To these are added courses in theatrical production and stage management.[16] At the end of their first year, students sit for a brief essay and appear for a lengthy oral exam, both on a topic related to stage setting or production. Students may also be requested at this time to submit a stage plan or costume designs.[17] Attendance is compulsory; students may not repeat more than one of the *Accademia*'s three years. Students who successfully complete the entire three-year program receive a diploma indicating their course of study (i.e., either *regia* or *recitazione).* Foreign students may be admitted as "casual" students. Although attendance is required of casual students, they may neither take exams nor receive a diploma. Instead, they may request an *attestato di frequenza* (certificate of attendance). Students who graduate from the *Accademia* may enroll for a fourth year of advanced study.

All candidates for admission to the National Academy must pass a series of entrance exams. Although no particular diploma is required for admission to the exams, there are age limits. Candidates for admission to the program

15. *Educational Movement*, p. 58.

16. *Facts About Italy: The Upper Secondary School*, pp. 8-9.

17. Information relating to examinations and entrance requirements is taken from an untitled 1979 pamphlet provided by the *Accademia.*

in acting must be at least 18 and not more than 21 years of age; those for admission to the program in directing must be at least 21 but not more than 28.

The entrance exams for acting students include a 4-hour essay, an on-stage acting test, an extemporaneous reading, and an oral exam designed to ascertain the candidate's acting ability, general cultural level, and knowledge of the theatre and its problems. Candidates for the directing program take all of the above exams as well as those in the history of art and selected subjects relating to the theatre. All aspects of the various entrance exams are determined by an examining committee of the Academy. The committee may choose to make any one of the exams a screening test for admission to the others. Candidates for admission may take the entrance exams twice only.

The Academy differs from other Italian schools in that all of its instructors are hired on a temporary basis. It has no permanently appointed faculty *(di ruolo)*.[18]

The National Academy of Dance

The National Academy of Dance *(Accademia nazionale di danza)* of Rome originated in 1940 as a division of the National Academy of Dramatic Art. It has been an independent school since 1948. Like the dramatic art academy, it is the only school of its kind in Italy.

Because students may enter the Academy directly from elementary school (having passed an entrance examination designed to determine their aptitude for dance), the first three years of its program constitute a middle school. During this period students also learn the techniques of dance. The middle school is followed by a three-year cycle during which students take courses in the techniques and composition of dance, solfeggio, the history of art, and the history of music. This cycle is followed by two additional years during which the same subjects are continued. To these is added a course in the theory of dance.

Only female students are admitted to the regular, eight-year program of the Academy. During their last five years, the girls must also be enrolled in an upper secondary school. An *attestato di frequenza* (certificate of attendance) is awarded at the end of the first two three-year cycles. Students who complete all three cycles (i.e., eight years) receive a diploma.

A three-year *corso di perfezionamento* (specialization course) is also available. Unlike the eight-year *corso normale* (ordinary course), this course is open to male as well as to female students. It trains teachers of choreography, composers for the dance, and soloists.

18. *L'arte bella*, p. 36.

Chapter VIII

Higher Education

The university[1] dominates higher education in Italy today. Similarly, the *corso di laurea* (degree program) is synonymous with university education. The *laurea*, the only degree Italian universities confer, is the central fact of all Italian education: all lower certificates of study are measured against it; there is no higher certificate of study. Without the *laurea*, one is denied access to a wide range of careers in both the private and the public sector. Nonetheless, higher education does occur outside the university and the university does confer diplomas other than the *diploma di laurea*

One non-university system of higher education involves training in the practice, application, and performance of the arts. This system—already described in Chapter VII—includes several types of schools: the higher institute of industrial art, the academy of fine arts, the music conservatory, the National Academy of Dramatic Art, and the National Academy of Dance. Although these schools represent the highest levels of training available in their fields and bear some resemblance to the university in their organization and structure, they generally differ in their purpose. While Italians recognize the high levels of achievement that they represent, they clearly distinguish between these schools and their universities.

Much closer to the university is the higher institute of physical education. Its three-year program culminates in a diploma that is recognized by the Ministry of Public Instruction (MPI) as being one level below the *laurea*. It is the only non-university Italian diploma that the Ministry officially recognizes as having any relationship to the *laurea*.

Within the university system, three types of diploma are conferred. The first includes two- and three-year programs that have the same entrance requirements as *laurea* programs. These programs are generally components of four-year *laurea* programs and offer easy transfer to a *laurea* program. The second type of diploma program requires a *laurea* for admission. This type of program consists of three categories: specialization schools, schools of advanced study, and several unique courses of study. These programs vary from one to five years in duration. Finally, there exists a large number of programs of various types and varying admissions requirements known by the generic term of "special aim schools." These schools, although always

1. For the purposes of this discussion, a university is defined as any institution of higher education, regardless of its name, that confers a *diploma di laurea* (hereafter referred to simply as the *laurea*).

attached to university faculties, have programs clearly distinct from *laurea* programs.

Because of the preeminence of the *laurea*, the first part of this chapter will be devoted to Italy's universities. Pre-*laurea* diploma programs will be discussed together with *laurea* programs. Post-*laurea* diploma programs will be treated separately as will the several special aim schools and the higher institutes of physical education. Throughout these discussions an attempt will be made to relate diploma programs to *laurea* programs and, thus, to underscore the central role of the university in Italian higher education.

The Universities, University Institutes, and Polytechnics

Italy has 49 institutions that confer a *laurea*.[2] These comprise three types of institutions: universities proper (36), university institutes (11)[3], and polytechnics (2). The university institutes and polytechnics differ from the universities proper in one regard only, the narrower and more specialized scope of their programs. Regulations concerning admissions requirements, examinations, grading, degree requirements, structure, faculty, and other aspects of institutional life are—with few exceptions—identical for all three categories of schools.

Of the 36 universities, 29 are State funded *(statale)* while 7 are private or "free" *(libera)* institutions. Four of the 11 university institutes are *statali*, as are both polytechnics. Because MPI control of university-level education is so complete, the only noteworthy difference between State and free universities is their source of funding. While the former are entirely supported by the State, the latter receive few if any State funds.

As already noted, the term "university" will be used in this chapter to indicate any institution that grants a *laurea*. In addition, however, the term will also be used to refer to two highly regarded university-level institutions that do not confer a *laurea*. These are the Scuola Normale Superiore (the Higher Normal School) and the Scuola di Studi Universitari e di Perfezionamento (the Higher School of University Studies and Advancement), both located in Pisa.[4] Additional information about these institutions may be found in Appendix B.

The following remarks, except where otherwise noted, are equally valid for all Italian universities.

Admission. Since 1969 admission to Italian universities has been liberalized dramatically. It is generally considered that this liberalization has been

2. See Appendix B for a complete listing of these institutions.

3. Included among these is the Istituto Superiore di Medicina e Chirurgia de L'Aquila, a university institute in all respects even though the adjective *universitario* is not part of its name.

4. Students almost always attend another university simultaneously with their studies at either of these two institutions. The other university attended is the one that confers the *laurea*.

responsible for the severe overcrowding that characterized many Italian universities during the 1970s. While it is true that the 1969 liberalization opened the doors of Italian universities to many students previously denied admission, the conclusion that "open admissions" has led to overcrowding that has, in its turn, caused a sharp decline in university education represents an oversimplification of a complex phenomenon.

First, it should be noted that the liberalization of university access actually began in the early 1960s when the number of faculties open to technical school graduates was increased. (See Chapter V). First year enrollments, in fact, increased from 54,198 in academic year 1959-60 to 74,527 in 1963-64.[5] During the same period the percentage of upper secondary school graduates applying for university study rose from 60% to 74%. Most revealing are the changes in educational backgrounds of first year university students illustrated by Table 13.[6]

Thus, the changes in student population were both quantitative and qualitative several years before the famous liberalization of access in 1969. Table 13 also bears witness to another significant trend not cited often enough as an explanation of university overcrowding and "decline": the shift away from the classical and scientific lyceums in favor of technical and teacher training institutes by middle school graduates.

Second, although the 1969 liberalization increased university access, it stopped short of "open admissions." Since 1969 graduates of all five-year upper secondary schools have had direct access to all university faculties. Graduates of teacher training institutes and artistic lyceums must complete an additional year of "integrating" courses if they wish to enter faculties other than those open to them prior to 1969. (See Chapters IV and VII.) Even after successful completion of these courses they are denied admission to the Paleohistory and Ancient History branches of the *laurea* program in

Table 13.

Percentage of First Year University Students Holding Each Type of Traditional Upper Secondary School Diploma

	1960-61	1964-65
Diploma di maturità classica	45.6	33.0
diploma di maturità scientifica	15.5	13.8
diploma di abilitazione magistrale (now maturità magistrale)	15.3	22.4
diploma di abilitazione tecnica (now maturità tecnica)	23.6	30.8

5. OECD, *Italy*, pp. 76-77.
6. OECD, *Italy*, Table 12, p. 274.

History. Thus, the great majority of first year university students have had 13 years of prior education; those who have not, have had 12 years.

Third, Italian universities continue to be internally selective. Financial difficulties and inappropriate choice of a *laurea* program contribute to a first and second year dropout rate that averages 40% for the system as a whole but that reaches 55% in several instances. The majority of dropouts are generally of modest social background and, more particularly, are graduates of vocational and technical institutes. Moreover, statistics for both 1967-68 and 1973-74 show that nearly 80% of Italian university graduates continue to come from the upper classes of society. Another study of 1973-74 divides Italian university students into the following groups: children of workers (22.1%); children of the self-employed (21.9%); children of white-collar workers (40.7%); children of businessmen and professionals (10.2%).[7] Finally, in spite of the dramatic increase in enrollment during the last 25 years, the number of students receiving degrees as a percentage of the total number of university students has not changed significantly.

Fourth, the problem of overcrowding, although widespread, is not universal. The degree of overcrowding varies from university to university and from faculty to faculty within universities. In general, smaller universities and universities located in smaller towns tend to be less crowded than larger universities and universities in major urban centers (e.g., Milan, Florence, Rome, Bologna, and Naples). Finally, it should be noted that the last several years show a movement of students away from the more crowded universities as well as a decline in the rate of increase in first year enrollments, thus suggesting a natural and more desirable distribution of students throughout Italy's universities.

Calendar. The academic year begins 1 November and ends 31 October. Classes generally begin within the first ten days of November and conclude at the end of May. Recesses occur at Christmas and Easter. The exact dates vary from faculty to faculty.

No instruction takes place during the period June through October. Instead, the early part of the summer and the first days of autumn are generally set aside as examination periods. While the overwhelming majority of courses at Italian universities are year long *(annuale)*, many are organized on a two year *(biennale)* or three year *(triennale)* basis. A small number of courses, most often electives, are organized on a semester basis *(semestrale)*. In such cases the faculty council must establish an equivalency in terms of the usual *annuale* course. Some faculties, such as the Faculty of Engineering at Bologna, divide courses into cycles of instruction. Such cycles should not be confused with American semesters, a concept alien to the Italian university system. Similarly, "semester" courses should not be arbitrarily equated as one-half of an *annuale* course. Instead, they should be assigned whatever value they were granted by the faculty that offered them.

Matriculation and Maintenance of Matriculation. The only academic requirement for matriculation at an Italian university is a diploma from a

7. Ministero della Pubblica Istruzione, *Situazione dell'università italiana* (Roma: Casa Editrice Le Monnier, 1978), p. 6.

four-year or five-year upper secondary school. Candidates for university admission are not required to take entrance examinations or any of the aptitude or screening exams familiar to American students.

As already noted, graduates of five-year upper secondary schools (i.e., the classical, scientific, and linguistic lyceums, and the technical institutes) have had direct access to all university faculties since 1969. In addition, graduates of the four-year teacher training institutes and artistic lyceums have direct access to all faculties if they successfully complete one year of "integrating" courses. Graduates of teacher training institutes who are completing or who do not complete these courses still have direct access to the Faculties of Education and of Foreign Languages and Literatures, and to the University Institute of Oriental Studies at Naples. Graduates of artistic lyceums who are completing or who do not complete an integrative year still have direct access to university institutes and Faculties of Architecture. Graduates of the three-year art institutes who complete the two additional years of study required to receive a *diploma di maturità d'arte applicata* and graduates of vocational institutes who complete the additional years of study required for a *diploma di maturità professionale* also have direct access to all university faculties.

Italian university students maintain matriculation by registering for courses each year at their faculty's *Segreteria* (the office that most closely resembles a Registrar's office). While Italian universities do not always enforce attendance policies, attendance is, in theory, required. Faculty certify attendance by signing their names in students' *libretti di iscrizione* (notebooks in which students maintain a record of attendance, exams taken, and miscellaneous dealings with their faculty). In very large classes or overcrowded faculties or universities, attendance is presumed. Where attendance is certified by instructors' signatures, the signatures are confirmed at the faculty *Segreteria*, usually between 15 and 31 May.[8]

Students who do not register for courses, who do not pass all the exams required for advancement to the next year or next *biennio* (two-year period of study) of their program, or who have not received a *laurea* within the period prescribed for their program (i.e., within four, five, or six years) are considered to be *fuori corso* or out of sequence. *Fuori corso* students have traditionally posed a problem for Italian universities. Although their numbers increased during the early and middle 1970s (from 20.3% of the student population in 1971-72 to 28.2% in 1976-77), it is interesting to note that they now represent a smaller percentage of total enrollments than they did before liberalization of access in 1969. In fact, the *fuori corso* phenomenon reached its apogee in 1952-53 when out of sequence students represented 61% of the total university population.[9]

Students who have not registered for all the courses required for their program, or who have not obtained instructors' signatures in courses with required attendance, or who have not registered for the required minimum

8. *Accesso*, p. 335.
9. *Situazione*, p. 42.

number of courses for any given year of their program,[10] must register as *ripetenti* (repeaters) for the courses in question in order to maintain matriculation.

Students who have not taken any examinations for eight years, even if properly registered as *fuori corso* students, become *decaduto* (lapsed students) with the exception of students who need only to take their *laurea* examination in order to complete their program requirements. Their transcripts bear a notation of their *decadenza* (lapsed status). In addition, all work completed is voided. Lapsed students must begin over again as first year students should they wish to return to university studies. Because a student need only take one exam in eight years (or transfer to a different degree program within eight years), very few students enter lapsed status.

Students may voluntarily assume lapsed status at any time by formally requesting permission to renounce the right to apply work already completed to a degree program. Students would want to do this for one of two reasons: to free themselves of fees owed to their university or to obtain the release of their secondary school diploma, otherwise returned only to students who graduate. Like lapsed students, students who renounce their work completed may recommence their studies, but must do so as first year students. The transcripts of students who renounce their work bear a notation of *rinuncia agli studi*.[11]

Credits. The concept of credits is unknown in the Italian university system. The only method for determining success in studies is the year-end examination (discussed below). Because of this, there is no provision for recognizing partial completion of course requirements. A student may, in fact, faithfully attend classes all year and, having failed the year-end exam or having failed to appear for it, receive no official recognition for his or her work.

Examinations and Grading. The year-end examination that certifies successful completion of a course is called an *esame di profitto* (progress examination). Characteristic of Italian university life is the strict application procedure that governs admission to exam sessions. Students, even though properly enrolled in a course, do not merely present themselves for examination.

Traditionally there have been two examination sessions, a summer session (usually the end of May or early June until early July) and an autumn session (usually late September until just before the start of classes). This tradition began to erode during World War II when a February session was added to serve students in the military. The February session has now become institutionalized. Still more sessions were added as the student population grew during the 1960s and 1970s. Most universities have two or more *appelli*

10. This number, usually three, may differ from program to program.

11. Except where otherwise noted, the above discussion of *fuori corso*, *decadenza*, and *rinuncia agli studi* students derives from the 1979-80 *Guida dello Studente* of the University of Sassari, pp. 20-25.

speciali (special appeal sessions); at some universities examination sessions are scheduled ten months of the year. Students may not take a given *esame di profitto* more than twice in the same academic year, nor may they repeat an exam that has already been passed. Similarly, students may not repeat a failed exam during any given exam session. Except for *fuori corso* students, there is a limit of two *esami di profitto* in all but the summer and autumn sessions.

Consistent with practice in the secondary schools, most *esami di profitto* are oral. Typically, three professors question a single student. Each professor assigns a grade ranging from 0 to 10, enters the grade in the student's *libretto di iscrizione* (record book), and confirms it with his signature. The three grades are combined, their total representing the final grade for the course. Since 6 is the first passing grade on a scale of 10, 18 is the lowest passing grade for the combined score. The *esame di profitto* always covers the entire syllabus of a course, even in cases where courses last two years (*corsi biennali*) or three years (*corsi triennali*).

It should be noted that professors are free to employ unofficial examinations that serve as an entrance requirement to the *esame di profitto*. These exams may be either oral or written. In science and engineering faculties students are often asked to solve a problem or engage in a practical exercise in their discipline. In language courses students may be asked to translate, most often from the foreign language into Italian. When unofficial exams are required, they are conducted by the instructor responsible for the course alone. No grade is assigned in these exams and students who pass merely receive approval to take the *esame di profitto*. If failed, the unofficial exam must be repeated until it is passed before the student may proceed to the *esame di profitto*. Unofficial exams may be scheduled at any time prior to the *profitto* examination; they may even be administered during the same official examination session. In *corsi biennali* and *corsi triennali* instructors are free to schedule exams at the end of each year.

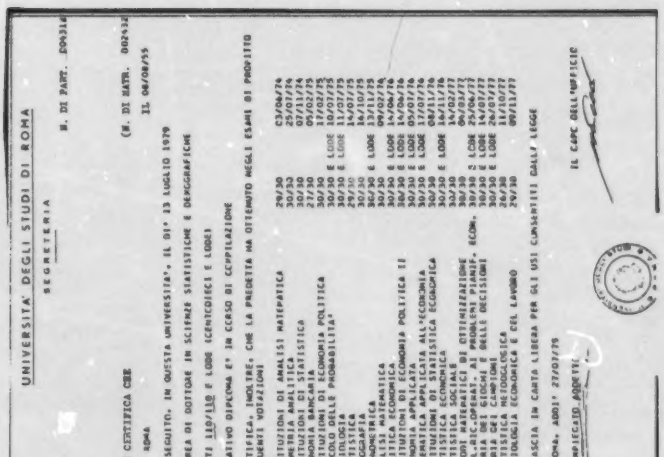
In addition to *profitto* examinations and the unofficial tests that sometimes precede them, several faculties schedule other types of exams. These vary in nature and purpose, but typically serve as prerequisites to advancement in a given degree program. Several of the science programs, for example, require students to demonstrate a working knowledge of two modern foreign languages at the end of their second year of study.

Each *esame di profitto* passed is listed on students' transcripts with the passing grade received.[12] Because these exams are important indicators of a student's achievement, the grades received in them should not be ignored or subordinated to the grade received in the *laurea* examination. (See Thesis and *esame di laurea* below.) Similarly, *profitto* grades should not be arbitrarily converted to American letter or numerical grades. The following conversion

12. Although no mention is made of exams failed, each exam, in theory, is noted in the student's record book and can, therefore, be accounted for. However, many professors do not enter failing grades, rendering it impossible to fully account for each examination a student has taken.

scale, based on discussions with MPI officials, students, instructors, and others familiar with Italian university practices, is suggested.[13]

U.S. Letter Grade	*Esame di profitto* Grade	U.S. Letter Grade	*Esame di profitto* Grade
A+ or honors work	30	C range	21, 22, 23
A range	27, 28, 29	Pass range	18, 19, 20
B range	24, 25, 26	F	0-17



UNIVERSITA' DEGLI STUDI DI ROMA

SEGRETERIA

N. DI PART. 209316

(N. DI MATR. 002432)

SI CERTIFICA CHE

NATO A ROMA IL 04/08/55

HA CONSEGUITO, IN QUESTA UNIVERSITA', IL DI' 13 LUGLIO 1979

LA LAUREA DI DOTTORE IN SCIENZE STATISTICHE E DEMOGRAFICHE

CON VOTI 110/110 E LODE (CENTODIECI E LODE)

IL RELATIVO DIPLOMA E' IN CORSO DI COMPILAZIONE

SI CERTIFICA, INOLTRE, CHE LA PREDETTA HA OTTENUTO NEGLI ESAMI DI PROFITTO LE SEGUENTI VOTAZIONI

1-ISTITUZIONI DI ANALISI MATEMATICA	29/30	03/08/76
2-GEOMETRIA ANALITICA	30/30	25/01/76
3-ISTITUZIONI DI STATISTICA	27/30	09/02/76
4-ISTITUZIONI DI ECONOMIA POLITICA	30/30	17/02/76
5-CALCOLO DELLE PROBABILITA'	30/30 E LODE	10/03/76
6-STATISTICA	30/30 E LODE	11/05/76
8-STATISTICA	29/30	14/07/76
9-DEMOGRAFIA	30/30 E LODE	14/10/76
10-ECONOMETRICA	30/30 E LODE	07/12/76
11-MATEMATICA ATTUARIALE	30/30 E LODE	14/06/76
12-POLITICA ECONOMICA	30/30 E LODE	14/06/76
13-ISTITUZIONI DI ECONOMIA POLITICA II	30/30 E LODE	14/06/76
14-MATEMATICA APPLICATA ALL'ECONOMIA	30/30 E LODE	17/07/76
16-ISTITUZIONI DI STATISTICA ECONOMICA	30/30 E LODE	08/11/76
17-STATISTICA ECONOMICA	30/30 E LODE	14/11/76
18-ANALISI MATEMATICA	30/30	14/03/77
19-METODI MATEMATICI DI OTTIMIZZAZIONE	30/30	04/04/77
20-APPL.RIC.OPERAT. AI PROBLEMI PIANIF. ECON.	30/30 E LODE	25/06/77
21-TEORIA DEI GIOCHI E DELLE DECISIONI	30/30 E LODE	25/06/77
23-STATISTICA METODOLOGICA	30/30 E LODE	24/07/77
24-SOCIOLOGIA ECONOMICA E DEL LAVORO	26/30	11/10/77
	29/30	09/11/77

SI RILASCIA IN CARTA LIBERA PER GLI USI CONSENTITI DALLA LEGGE

ROMA, ADI' 27/07/79

L'INCARICATO AGGETTO

IL CAPO DELL'UFFICIO

BEST COPY AVAILABLE

Document 6. Transcript from University of Rome.

Document 6 is a transcript from the University of Rome. In addition to listing the 24 courses in which the student took *profitto* exams, the transcript shows the dates on which the exams were taken and the grades awarded. The opening statement of the transcript provides the date the *laurea* was awarded (13 July 1979), the *corso di laurea* pursued (Statistical and Demographic Sciences), the *laurea* grade (110/110 with laude), and the fact that the actual degree has not yet been given to the student. Such transcripts are frequently provided in lieu of the actual degree.

13. MPI officials have indicated that no studies of grading practices have been undertaken. As one might expect, grading practices vary from university to university and within universities from faculty to faculty.

Thesis and *esame di laurea.* All faculties require a thesis *(tesi)* in all the degree programs they offer. The thesis is regarded as both the conclusion and the culmination of a student's university career. It is generally expected to be the result of original research and may be either theoretical or practical in nature. In certain faculties—engineering, for example—the thesis may take the form of a report or a project. Students generally choose the subject of their thesis and make initial contact with their monitor *(relatore)* early in their third year of study. Often students work with a second monitor *(corelatore)* as well. The topic of the thesis must be approved and reported to the dean *(Preside)* of the student's faculty at least six months before it is to be discussed at his *esame di laurea* (literally, "degree examination"; in fact, a defense of the thesis). The final draft of the thesis itself must be submitted for review at least 15 days prior to its discussion.

Most students work at least six months on their thesis; many devote a year to it. It is not unusual for a thesis to be 200 or more pages in length. Theses written for a degree program in a foreign language may be written in that language.

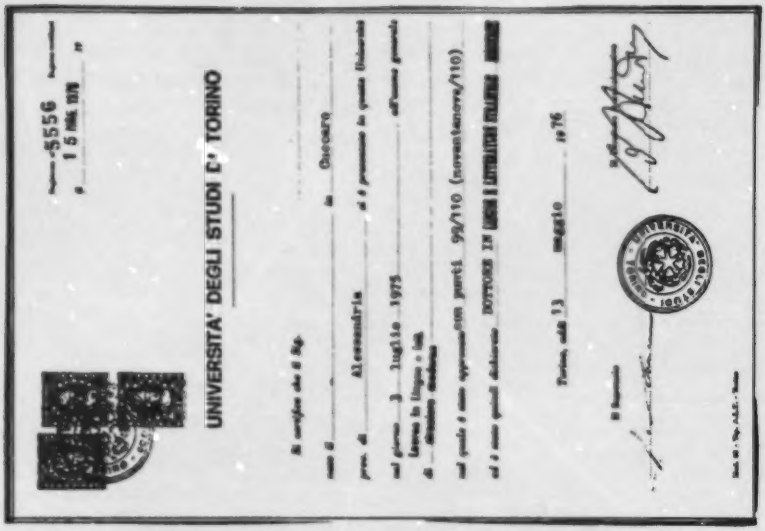
The thesis is discussed at the *esame di laurea* for which students make formal application. This exam, in theory open to the public, takes place before a committee composed of 11 faculty members presided over by a president. The president is often the dean of the student's faculty; he may never be the student's *relatore.*

The examination is usually opened by the *relatore* who introduces the thesis, discussing its merits and deficiencies. The *corelatore* then begins questioning the student. In theory, all 11 committee members may question the student, but this does not usually occur. The discussion typically lasts 30-45 minutes, but may last longer. When the topic of the thesis is a foreign language, the discussion is generally held in that language. When the committee finishes its questioning the student leaves the examination room and the president begins the discussion of the student's grade.

The base of the *esame di laurea* grade is arrived at in the following manner. First, the average of the student's various *esami di profitto* is computed. This figure (e.g., 24/30) is then divided by 3 and multiplied by 11. The result of these computations ($24 \div 3 = 8$; $8 \times 11 = 88$, in this example) becomes the base of the *laurea* grade. The committee members may lower or raise this grade as they deem appropriate after hearing the student's defense of his thesis. In fact, the base grade is seldom lowered; often, however, a faculty will have an unofficial number of points above which a grade may not be raised. The number of points awarded on the basis of the thesis and its discussion may be arrived at, then, by subtracting the base grade from the *esame di laurea* grade. Thus, a student whose base grade is 88 and whose *laurea* grade is 99 would have been awarded 11 points for the defense of the thesis.

Sixty-six is the minimum passing grade, 110, the maximum. Grades of 110 are rarely awarded. When awarded, they earn laude, and may even result in the publication of the thesis by the university press.

Some degree programs—physics and astronomy, for example—may re-


UNIVERSITA' DEGLI STUDI D' TORINO

Document 7. Certificate from University of Turin

quire one or more *tesine* (oral dissertations) as well as a written thesis to be presented at the *laurea* examination.

Document 7 is a certificate from the University of Turin, confirming the award of a *laurea*. In addition to providing the date the student took the *esame di laurea* (3 July 1975), it also provides the *laurea* grade (99/110) and the title of the *laurea* conferred, Doctor of Modern Foreign Languages and Literatures.

Piano di studio. Each faculty has both required courses *(insegnamenti fondamentali)* and elective courses *(insegnamenti complementari)*. The total number of courses in both categories required for admission to the *esame di laurea* (generally 19 or 20 for a four-year program) is known as the *piano di studio consigliato* (recommended study plan). A greater number of courses is required in Italian universities than is generally true in the United States. Moreover, most courses are required nationally while others are required only at a given university. Table 14 presents a recommended study plan for a representative *corso di laurea*.

Since academic year 1969-70, students have been permitted to draft a course of study that differs from the one prescribed by their faculty. Such an individualized course of study is called a *piano di studio individuale* or *liberalizzatto*. All individualized study plans must be approved by the university's Faculty Council. To gain approval the study plan must be limited to courses taught at the university, must contain at least as many courses as required

by the recommended plan, and must be appropriate to the student's discipline. The Faculty Council can recommend modifications in a proposed individualized study plan. The student must then either accept the modifications or revert to the recommended plan. Students who transfer to other universities must submit their individualized study plans to the new university's Faculty Council. Although completed courses must be accepted, the remainder of the study plan is subject to modification.[14]

Table 14.

Recommended Study Plan for Literary Materials/Faculty of Education at the University of Sassari

Subjects	1st Yr	2nd Yr	3rd Yr	4th Yr
Education	–	–	x	–
Geography	x	x	x	–
History of Philosophy	–	–	–	x
Italian Language & Literature	x	x	–	–
Latin language & Literature	x	x	x	–
Medieval History	–	x	–	–
Modern Foreign Language & Literature*	x	x	–	–
Modern History	–	–	–	x
Roman History	x	–	–	–
Elective†	x	x	x	x
Written test in translation from foreign language studied‡	–	x	–	–
Written test in Latin translation‡	–	–	x	–
Written comprehensive exam‡	–	–	–	x

NOTE: To be admitted to the *laurea* examination, students must first pass *profitto* exams in all required courses and in at least four elective courses.

*Chosen by the student.

†Electives: Ancient Sardinia, Archeology, Contemporary History, Germanic Philology, History of Education, History of Medieval & Modern Art, History of Popular Traditions, Institutions of Public Law & Scholastic Legislation, Latin Grammar, Medieval Institutions, Paleography & Diplomatics, Romance Philology.

‡This exam is in addition to the 19 required *profitto* exams.

Corso di laurea. As has been noted, the *laurea* is the only degree awarded by Italian universities. The number of areas in which a *laurea* may be conferred is, however, considerable. Each area in which a *laurea* is conferred is known as a *corso di laurea*. Most *corsi di laurea* require four years of study. Some—e.g., Chemistry, Industrial Chemistry, and Architecture—require five years. One alone, Medicine and Surgery, requires six years. Two programs, Forest Sciences and Geography, last only two years; each of these

14. *Accesso*, pp. 333-34.

programs, however, requires two years of prescribed university study for admission, the first in Agrarian Sciences, the second in any of the following areas: Letters, the Natural Sciences, the Biological Sciences, the Geological Sciences, Political Science, or Economics and Commerce.

Many *corsi di laurea* divide into *bienni* (two-year courses of study) or a *biennio* and a *triennio* (a three-year course of study). Although Italian degree programs tend to be more flexible than American ones, some prerequisite courses do exist. Furthermore, the scientific programs tend to be very carefully structured, and additional requirements (e.g., seminars and language tests) can be found in many *corsi di laurea*.

Some *corsi di laurea* (e.g., Political Science) are offered by more than one faculty. In such cases there is usually considerable overlap in degree requirements. Differences occur mostly in elective courses and in the emphasis accorded by the respective faculty.

Many *corsi* offer specializations known as *indirizzi*. In some cases the *laurea* itself bears the name of the *indirizzo* as well as that of the *corso*. The *corso di laurea* in History of the Faculty of Letters of the University of Bologna, for example, offers specializations in Ancient History, Medieval History, Modern History, Contemporary History, and Oriental History.

Classes generally meet 3-6 hours a week. Many courses have complementary seminars. These, generally led by assistant professors, meet as many as 4 hours a week. Although most classes are held during the day, professors may meet with students at their mutual convenience. A limited number of evening courses exists.

Corso di diploma. In addition to degree programs, three pre-*laurea* diploma programs exist. These are in *statistica* (statistics), offered in several faculties; in *farmacia* (pharmacy), offered in the faculty of the same name; and in *abilitazione alla vigilanza nelle scuole elementari* (elementary school supervision), available in the Faculty of Education. The first program lasts two years; the other two are three years in length. Each diploma program is structured like a *laurea* program, is taught by the same faculty members as the corresponding *laurea* programs, and offers easy transfer to a *laurea* program. The only significant difference, in fact, is in the length of study.

The *Facoltà*. The basic unit of the Italian university is the *facoltà*. In an academic context the word is always translated as "faculty" and signifies the teaching personnel of a university in general, the several groupings of teachers within a university, and the courses *(insegnamenti)* and degree programs *(corsi di laurea)* offered by each grouping of teachers. Italian faculties bear only superficial resemblance to American academic departments. While American students must always take courses from more than one department to satisfy degree requirements, Italian students seldom need to do so. In fact, the only Italian students who may take courses outside of their faculty, with few exceptions, are students whose individualized *piano di studio* permits them to. Furthermore, American departments do not always offer major courses of study that lead to a degree. Each Italian faculty offers

at least one such program; most offer two or more. Finally, while the length of time required for a given degree does not vary from department to department within an American institution, the number of years required for a *laurea* (Italy's only degree) may vary from faculty to faculty, as well as from *corso di laurea* to *corso di laurea* within faculties.

Although the number of different faculties is fixed (18 as of 1979), no one university offers all of them. Similarly, no one faculty offers all of the *corsi di laurea* available throughout Italy in that faculty. Again, because an individual university faculty can add to the number of courses required by the national *piano di studio* for a particular *corso di laurea*, it is on the level of the faculty that diversity chiefly manifests itself. The number of elective courses available in a given faculty varies from university to university.

Following is a list of the 18 faculties available in Italian universities. *Agraria* (Agriculture), *Architettura* (Architecture), *Chimica Industriale* (Industrial Chemistry), *Economia e Commercio* (Economics & Commerce), *Farmacia* (Pharmacy), *Giurisprudenza* (Law), *Ingegneria* (Engineering), *Lettere e Filosofia* (Letters & Philosophy), *Lingue e Letterature Straniere* (Foreign Languages & Literature), *Magistero* (Education), *Medicina e Chirurgia* (Medicine & Surgery), *Medicina Veterinaria* (Veterinary Medicine), *Scienze Economiche e Bancarie* (Banking & Economic Sciences), *Scienze Economiche e Sociali* (Social & Economic Sciences), *Scienze Matematiche, Fisiche e Naturali* (The Natural, Physical & Mathematical Sciences), *Scienze Politiche* (Political Science), *Scienze Statistiche, Demografiche ed Attuariali* (The Actuarial, Demographic & Statistical Sciences), *Sociologia* (Sociology).

Post-*Laurea* Diploma Programs

Although there are no graduate schools in the Italian university system, there are many opportunities for post-*laurea* studies, studies that continue for one to five years after the awarding of the *laurea*. These studies always take place in a *scuola* (school) or *istituto* (institute) attached to a university faculty. The pattern of studies resembles that for the *laurea:* required courses, often a number of elective courses as well, *esami di profitto*, a thesis, and a discussion of the thesis. At the completion of their studies students receive either a diploma or an *attestato* or *certificato di frequenza* (a certificate of attendance).

The two most common opportunities for post-*laurea* study are provided by the *scuole di specializzazione* and *perfezionamento* (specialization and advanced study schools). Although the two terms are usually employed interchangeably, the *scuole di specializzazione* tend to be more practical and professional in their orientation. Thus, while both schools impart advanced research skills—employing university laboratories, seminars, hospitals, and even placement in State or industrial laboratories or agencies—the specialization schools give greater emphasis to the continued acquisition of knowledge in a particular discipline.[15]

15. *Accesso*, p. 408.

The course of study in both schools is of at least two years' duration. Three-year programs are less common, except in medicine and surgery where several four- and five-year programs exist as well.

Similar to the *scuole* are the *corsi di specializzazione* and *perfezionamento*. The chief differences between a *scuola* and a *corso* are that the latter is always a one-year program and that it usually results in a *certificato* or *attestato* rather than a diploma.[16]

Not to be confused with either of the above *scuole* and *corsi* programs are two one-year *magistero* programs offered at certain faculties of Economics and Commerce. While these also require a *laurea* for admission, they are teaching-oriented rather than research-oriented. Both programs include eight required courses. To be admitted to the diploma examination, students must have passed final examinations in all required courses and have demonstrated their teaching ability by means of a practice lesson. One program results in a *diploma di magistero in economia e diritto* (teaching diploma: economics and law), the other in a *diploma di magistero in economia aziendale* (teaching diploma: the economics of business).[17]

The Higher Institutes of Physical Education

The only officially recognized academic alternative to university study is provided by a higher institute of physical education *(istituto superiore di educazione fisica* or ISEF as it is commonly known). As of 1979, there were 11 such institutes in Italy, only one of which is State run *(statale)*. Each of the ten others is offi. ally recognized and approved by the State *(pareggiato)*. Together they enrolled 10,622 students during academic year 1977-78, down from 11,126 during the previous year.[18]

The chief distinctions between Italy's universities and its ISEFs are the shorter programs (three years in all cases) and the more clearly professional nature of the latter. In all other respects the ISEF resembles a university or, more properly, a university institute.

As for universities, a diploma from a five-year upper secondary school or from a four-year teacher training institute is required for admission to an ISEF. In addition, however, ISEF candidates must take a series of entrance exams. These are medical, practical (consisting of physical exercises), and cultural (consisting of written exams). Further, only candidates under 26 years of age are considered. Finally, unlike the universities, the ISEFs employ *numerus clausus*, i.e., the number of students is set each year by the MPI.

The ISEFs offer two programs of study, scientific/cultural and technical/practical. (See Tab.e 15.) Each lasts three years. The required study plan for

16. See *Accesso*, p. 408. Pages 411-32 list 15 faculties that offer post-*laurea scuole* and *corsi*, the titles of the programs, the length of study, and the universities that house them. Of the almost 400 programs listed, 115 are in medicine and surgery.

17. *Accesso*, pp. 183-84.

18. *Situazione*, Table 32, p. 104.

Table 15

The ISEF Curricula

A. Scientific/Cultural	B. Technical/Practical
First Year	
1. Human Anatomy Applied to to Physical Education	1. General Technique of Physical Education
2. General Biology (with elements of physics & chemistry)	2. Technique and Practice of Gymnastics
3. Human Physiology Applied to Physical Education	3. Technique & Practice of Sport
4. Italian	4. Teacher Training
5. Foreign Language	5. Theory of Music & Solfeggio
6. Relative Legislation, Organization, & Regulations	6. Integrating Exercises for the Several Sports
7. Theory & Methodology of Motor Activity	
Second Year	
1. Human Anatomy Applied to Physical Education	1. General Technique of Physical Education
2. Anthropology & Anthropometry	2. Technique & Practice of Gymnastics
3. Endocrinology & the Human Constitution	3. Technique & Practice of Sport
4. Human Physiology Applied to Physical Education	4. Teacher Training
5. General Hygiene	5. Corrective Gymnastics
6. First Aid & Sports Medicine	6. Theory of Music & Solfeggio
7. General & Differential Education	7. Integrating Exercises for the Several Sports
8. History of Physical Education & Sport	
9. Foreign Language	
10. Relative Legislation, Organization & Regulations	
11. Theory & Methodology of Motor Activity	
Third Year	
1. Anthropology & Anthropometry	1. Technique & Practice of Gymnastics
2. First Aid & Sports Medicine	2. Technique & Practice of Sport
3. Psychology	3. Corrective Gymnastics
4. Corrective & Rehabilitative Kinesiology	4. Gymnastics & Games for Children
5. Hydroclimatology	5. Gymnastics for the Disabled
6. Hygiene for Sports & School	6. Filmmaking for Sports Education
7. General & Differential Education	7. Integrating Exercises for the Several Sports
8. History of Physical Education & Sport	
9. Institutions of Public Law	
10. Theory & Methodology of Motor Activity	

Document 8. Certificate of Award of *Diploma di Educazione Fisica*

each is fixed for all students. As in the universities, there are year-end examinations, here called *esami di sbarramento* (literally, "barrier exam"). These exams are graded on a 0-30 scale with 18 the first passing grade. Also as in the universities, a thesis is required. To this the ISEFs add two shorter essays. Before the *diploma di educazione fisica* is awarded, an *esame di diploma* must be passed. As with the *esame di laurea*, 66 is the first passing grade on a scale that ranges from 0 to 110.

A diploma from an ISEF is the minimum requirement for teaching its technical/practical courses. Teachers of scientific and cultural courses generally have qualifications comparable to those of university professors. Several proposals have been made for lengthening the ISEF program by one year. It is possible that the ISEFs will become four-year programs that culminate in a *laurea*, but that they will not lose their autonomy entirely. Their structure after the reformation of higher education will possibly resemble that of a university institute.

Document 8 is a certificate from the State ISEF in Rome. It confirms that the *diploma di educazione fisica* was awarded on 5 December 1978 and provides the grade awarded on the diploma exam, 103/110 (*"centotre su centodieci"*).

The "Special Aim" Schools[19]

The term "special aim" schools *(scuole dirette a fini speciali)* is broadly generic, encompassing a wide range of programs. The subject matter of the programs, even the entrance requirements, often have little in common. The characteristics that all the special aim schools share are the following: a connection with a university faculty; a program that lasts fewer than four years; and a practical, career-related orientation. All but one of the 69 programs listed by Livatino and Saetta (pp. 132-36) result in a diploma that clearly states the school's specialization. (The exception is the one-year *corso* for auxiliary personnel in the public health field. This *corso* confers a simple certificate of attendance and progress, the *attestato di frequenza e di profitto.)* Nonetheless, the diversity, the specificity, and the clearly undergraduate nature of the programs require that a sharp distinction be made between the special aim programs and the other diploma programs described above.

Four of the 69 schools have as their only academic admission requirement a middle school diploma. Seven require either a *laurea* or two years of university work. The remainder require a diploma from an upper secondary school of at least four-years' duration. However, because admission to special aim schools is restricted, most also employ entrance exams.

There is some disagreement among Italians regarding the level of training of graduates of special aim schools. In general, those who describe the training as postsecondary but non-university do so because most of the schools do not require a diploma from a five-year upper secondary school for admission, because of the applied nature of most of the programs, and because the schools have traditionally evolved in response to the practical needs of society and industry. As Livatino and Saetta point out, however, courses taken at a special aim school can be recognized as degree courses by a faculty, and simultaneous enrollment in a *corso di laurea* and a special aim school is not permitted. In fact, many of the courses are taught by university faculty, by doctors, or by others who possess the same academic qualifications as university professors.

19. See Appendix C, Selected Special Aim Schools, for a more detailed treatment of these important schools.

Chapter IX

Nursing Education

Nursing education in Italy is regulated by the Ministry of Health in conjunction with the Ministry of Public Instruction. It has been in a dynamic state for the last ten years. During this period it has experienced two major influences: the 1973 European accord on nursing education, and the country's severe shortage of professional nurses. The former resulted almost immediately in the lengthening of the program of study for professional nurses from two to three years. The latter has caused the passage of *leggine* (literally, "little laws") whose major effects have been to give the Regions a larger role in nursing education (as they have in vocational education in general), and to open the category of professional nurse to male students by permitting general nurses[1] temporary access to schools for professional nurses.

Categories of Nurses[2]

Currently there are four primary categories of nurses: general nurses *(infermieri generici)*, child care nurses *(puericultrici)*, voluntary nurses *(infermiere volontarie)*, and professional nurses *(infermiere professionali)*. The first three categories are relatively unimportant and may be treated briefly. The fourth category not only provides the backbone of Italian professional nursing services, but also constitutes the only category from which one may advance to all nursing specializations.

General, Child Care, and Voluntary Nurses

Schools for general nurses and child care nurses are usually located at university clinics or hospitals. The former require only a middle school diploma for admission. The middle school diploma is also the minimum requirement for admission to schools for child care nurses, some of which may require

1. General nurses are almost always men. All other categories of nurses are women, except for those professional nurses who, since the mid-1970s, have come from the ranks of general nurses.

2. The Italian word *infermiere* (plural: *infermieri)* signifies a male nurse; *infermiera* (plural: *infermiere)* signifies a female nurse. In practice, however, the terms are sometimes used without clear reference to gender.

additional years of secondary education. The programs of both schools last one year and terminate in either a State or a Provincial examination. Prior to 1971, neither category of school offered its graduates access to higher education. A law of February of that year, however, made temporary provision for general nurses to go on to schools for professional nurses. To do so, they must have had at least three years' experience and must have first passed a preliminary oral examination.

Schools for voluntary nurses require for admission a diploma from an upper secondary school (i.e., 12 or 13 years of education). Operated by the Italian Red Cross, the programs are two years in length. Instruction is provided by medical doctors and is comparable to that provided by schools for professional nurses prior to the increase by one year in the length of their programs.

Professional Nurses

As already noted, the length of the professional nurse program was increased from two to three years in 1973. The minimum total number of hours of instruction—including ward training—is 4,600. Subjects studied include anatomy, physiology, pathology, psychology, education, and sociology. Although a minimum curriculum is fixed by the State, individual schools are free to add complementary courses of their own.

Theoretical material is usually taught by medical doctors, university professors, or university graduates.[3] Practical instruction is usually handled by experienced nurses and nurses who have completed specialization courses. The minimum entrance requirement is a middle school diploma plus a certificate of admissibility to the third year of an upper secondary school (i.e., certification of the completion of at least 10 years of education). In fact, candidates for admission to professional nursing schools often are graduates of upper secondary schools. Aptitude or oral screening examinations may be added to the academic requirements for admission.

The programs of professional nursing schools terminate in a State examination. Students who pass this exam receive a *diploma di infermiera professionale* (professional nurse's diploma). This diploma admits them to their Province's registry of nurses and is also the minimum academic requirement for admission to nursing specialization courses. Many such courses exist. Most are in areas familiar to Americans: pediatrics, surgery, cardiology, anesthesiology, psychiatry. Generally these courses last one year and terminate in a State examination. Other specializations include the following: *assistente sanitaria visitatrice* (health visitor), a one-year program that trains professional nurses for work outside the hospital environment; *vigilatrice dell'infanzia* (child care supervisor), a three-year program that trains nurses for supervisory positions dealing exclusively with children; *ostetrica* (midwife), a two-year program that requires either a professional nurse's diploma

3. Since there is only one university degree granted in Italy (the *laurea*), it should be remembered that the completion of university studies represents the highest level of achievement in a given discipline.

or the completion of two years of a *corso di laurea* (university degree program) in medicine for admission. The programs for health visitors and child care supervisors terminate in a State examination. Schools for midwives administer their own diploma exams. These are held before a board, one of whose members is a Provincial health authority.

Students who pass these terminal exams receive diplomas that bear the name of their specialization.

Schools for Nursing Service Directors

One further specialization merits greater elaboration. This is the school for nursing service directors (*scuola per dirigenti dell'assistenza infermieristica*). Three schools for nursing service directors exist. Each is attached to a university Faculty of Medicine (one at the Catholic University of the Sacred Heart in Milan and one each at the State universities of Rome and Naples). The schools have standard two-year programs, and are divided into three branches:

1) Education for nursing instructors and for directors of the following types of schools: professional nurses and visiting health assistants, midwives, child care supervisors, and general nurses.
2) Administration for supervisors of hospital support services.
3) Administration for supervisors of public health services.

Applicants for admission to all three branches must be at least 25 years of age, must possess a diploma that admits to university study, and must pass a preliminary oral exam. To enter the first two branches, applicants must also hold one of the following professional diplomas: professional nurse, child care supervisor, or midwife. For the third branch, they must hold a health visitor's diploma. The professional diploma must have been awarded with a grade of at least 147/210. In addition, professional nurses and child care supervisors who are applicants must have worked at least three years in a hospital, or a school for professional nurses or child care supervisors, or in a public health capacity.

The number of students for each year (in all three branches combined) is fixed by university statute. (At Naples, for example, the maximum is 30 in each of the two years.) The school's director is the senior full professor of hygienics in the university's Faculty of Medicine and Surgery. The Faculty Council selects the school's instructors from the Faculties of Medicine and Surgery, Education, Letters, and Law, as well as from experts in the fields of nursing, administration, and health education. The Minister of Health is also represented by one instructor. There are ten required courses common to all three branches the first year. These are psychology, education, sociology, moral philosophy, statistics & biometrics, special & general elements of hygiene, history of nursing, professional deontology, nursing techniques, and elements of constitutional law. The programs for the second year vary from branch to branch.

To be admitted to the second year, students must have passed exams in all first year required courses as well as in one elective course. (The three electives are common to all three branches: elements of biology, elements of physiology & biological chemistry, and social medicine.) In addition, all required internships must be completed.

At the end of the second year, students take a diploma examination. This exam is held before a five-member commission. The commission includes the director of the school, three professors selected by the Faculty of Medicine and Surgery, and the nurse responsible for practical instruction. The exam consists of a discussion of a written report assigned by the school's director. The maximum grade each committee member can award is 10.

To be admitted to the diploma examination, students must have passed all required second-year courses and one elective second-year course. They must have also completed all second-year apprenticeships. Students who pass the exam receive a diploma bearing the name of their school and their specialization.

Chapter X

Education in the Seminaries and the Vatican

Seminary Study in Italy

Roman Catholic seminary study in Italy, as elsewhere in the world, is subject to four influences. First, general guidelines are set down by the Sacred Congregation for Catholic Education. Next, the National Conference of Italian Bishops adapts these guidelines. After this, local ordinaries or religious superiors (in the case of seminaries run by religious orders) modify the guidelines still further. Finally, the particulars of seminar life are ordered, within these guidelines, by an individual seminary's faculty and administration.

Italian seminaries, like Roman Catholic seminaries in other countries, fall into two broad categories, minor seminaries (at the secondary school level) and major seminaries (at the university level). The former admit students directly from middle school, the latter directly from upper secondary schools.

Minor seminaries in Italy have programs that last either 5 or 8 years. In some cases the minor seminary provides the equivalent of a middle school and/or an upper secondary school education. In other cases, the minor seminary restricts itself to preparation for the priesthood, sending its students to either State or Roman Catholic middle and upper secondary schools for their academic education. Although their programs are often of a high academic quality, minor seminaries are generally not recognized by the State.

Major seminaries require a diploma from a minor seminary or from an upper secondary school for admission. Their programs last 5 years.[1] The first year is devoted to preparatory study; the remaining years are devoted primarily to the study of theology. (See Table 16.)

The academic structure of Italy's major seminaries resembles that of the secular universities. Seminarians take an *esame di profitto* (progress examination taken at the end of the year) in all courses; they also write a thesis as a degree requirement. Those who successfully complete their studies receive a *diploma di baccellierato* (bachelor's diploma).[2] Although a few major

1. In April 1980 the Sacred Congregation for Catholic Education approved a recommendation by the National Conference of Italian Bishops to increase the duration of major seminary programs from 5 to 6 years. No date was established for implementation of the recommendations.

2. Although the term "diploma" may be used, this certificate is the equivalent of a degree. Some major seminaries, in fact, do use the word *laurea* (degree).

seminaries confer diplomas recognized by the State as the equivalent of a *laurea* (university degree), most do not. In general, therefore, the Ministry of Public Instruction considers on a case-by-case basis requests for admission to civil universities from graduates of major seminaries.

Table 16

Representative Major Seminary Curriculum

Years of Education	14	15	16	17 & 18
Year of Seminary	I	II	III	IV & V
Required Courses				
Biblical Greek	x	x	–	–
Canon Law	–	–	x	x
Catechesis	–	–	x	–
Contemporary Philosophy	x	–	–	–
Cosmology	x	–	–	–
Ecumenism	–	x	–	–
Ethics	–	x	–	–
History of the Church	x	x	x	x
Introduction to Theology	x	–	–	–
Liturgy	–	–	x	x
Moral Theology	–	x	x	x
Natural Theology	–	x	–	–
Pastoral Theology	–	–	–	x
Patristics	x	x	x	x
Psychology	x	–	–	–
Sacred Scripture	–	–	x	x
Sacred Scripture (Salvation History)	x	x	–	–
Sociology	x	x	–	–
Spiritual Theology	–	–	–	x
Systematic Theology	–	x	x	x
Theoretical Philosophy	x	–	–	–
Optional Courses				
Aspects of Oriental Liturgy	–	–	x	x
Sociology of Industrial Society	–	–	x	x
The Social Classes	–	–	x	x

SOURCE: Pius XI Pontifical Regional Seminary (Fano).

Vatican Institutions

The New Apostolic Constitution

On 15 April 1979, Pope John Paul II issued a new Apostolic Constitution for those institutions of higher education that confer academic degrees by

the authority of the Holy See anywhere in the world.[3] Some 15 such institutions are located in Rome and within the Vatican City State itself. Generically known as ecclesiastical universities or faculties, the 15 institutions in Rome also include institutes and atheneums. All bear the adjective "Pontifical" in their titles.[4] This new constitution required all ecclesiastical universities and faculties to submit revised Statutes to the Sacred Congregation for Catholic Education (housed within the Vatican City State) by 1 January 1981, to become effective no later than the first day of the 1981 academic year. Aspects relating to admissions requirements, cycles of study, examinations, and degrees are substantially those in effect prior to the new constitution.

NOTE: The admissions requirements described below are minimum requirements to which individual institutions may add; the new constitution encourages the already established practice of conforming (within its guidelines) to local educational practices; the following discussion, therefore, pertains to pontifical ecclesiastical institutions outside of Italy as well as to those within the country.

General Description

Governance. The Sacred Congregation for Catholic Education, an office of the Holy See, alone may erect or approve ecclesiastical universities and faculties. The National Bishops' Conference of the country within which a university or faculty is located is charged with the responsibility of monitoring its academic life and progress. Each institution must have an Academic Senate. The Chancellor acts as intermediary between the institution and the Holy See. A Rector, named or at least confirmed by the Sacred Congregation for Catholic Education, presides over ecclesiastical universities. A President, also confirmed by the Congregation, is the chief officer of an institute or faculty that exists separately from a university. Deans preside over faculties within universities.

Staff. Although the majority of faculty members are Roman Catholics, non-Catholics may receive permission to teach in ecclesiastical institutions. Permanent professors are known as ordinary professors. One cannot hold concurrent appointments as an ordinary professor at more than one faculty.

Students. Ecclesiastical institutions admit non-Catholics as well as Catholics, lay persons as well as clergy, women as well as men. Although the majority of students at Rome's 15 institutions are male clergy, women are strongly represented in some. Third World students make up a significant minority of the entire student population. Degree students are known as ordinary students. Non-degree students are permitted to enroll.

3. *Sapientia Christiana* (Rome: Vatican Polyglot Press, 1979).

4. For an annotated listing of these institutions, see *The World of Learning 1977-78*, 28th ed. (London: Europa Publications Limited, 1977), II, pp. 1847-50.

The Faculties

The new constitution specifies norms for three Faculties: Philosophy, Sacred Theology, and Canon Law. It requires the remaining faculties, listed below, to draw up their own Statutes: Arabic Studies and Islamology, Biblical Studies and Ancient Eastern Studies, Christian Archaeology, Christian and Classical Literature, Church History, Educational Science or Pedagogy, Liturgy, Medieval Studies, Missiology, Oriental Ecclesiastical Studies, Psychology, Religious Science, Sacred Music, Social Science, and "*Utriusque Iuris*" (both canon and civil law).[5]

Admissions Requirements, Cycles of Study, and Degrees. There are three cycles of study in ecclesiastical universities and faculties. Under the new constitution the length of each cycle has been established only for the Faculties of Philosophy, Sacred Theology, and Canon Law (see below).

The first cycle imparts general instruction, presents a coordinated approach to its disciplines, and provides an introduction to scientific methodology. The minimum academic requirement for admission to the first cycle is a diploma that allows access to university study either in the student's native country or in the country in which the ecclesiastical institution is located.[6] Students who successfully complete first cycle studies receive a Baccalaureate degree *(baccalaureatus)*.

The second cycle affords an opportunity for specialized study in one section of disciplines. Here seminars replace lectures as the basic mode of instruction. At its conclusion a Licentiate *(licentia)* degree is conferred which enables one to teach in a Roman Catholic major seminary (described below).

The Licentiate is also the minimum academic requirement for admission to the third cycle. Here students concentrate on the writing of a dissertation which must be defended and published, at least in its principal part, to result in the Doctorate *(doctoratus)*. This degree allows one to teach in an ecclesiastical faculty.

Faculties Affected by New Constitution

Philosophy. The first and second cycles each last two years, with year-end examinations in each discipline. At the completion of the first two cycles, there are also comprehensive exams. There is no specified period of time in which the third cycle is to be completed.

Sacred Theology. The first cycle is five years in length (three years for students with an approved prior two-year study of philosophy). The second cycle is two years. Year-end exams are given in each discipline in each year, and comprehensive exams are given at the end of each of the first two cycles. There is no specified time period in which the third cycle is to be completed.

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5. *Sapientia Christiana*, pp. 49-50.

6. While this is the minimum academic requirement for admission, most candidates for admission have already completed a major seminary program or a secular university program.

PONTIFICIA UNIVERSITAS GREGORIANA

Protoc. n.

(matric. n.

In Institute Scientiarum Socialium Pontificiae Universitatis Gregorianae inscriptus annis suo loco indicatis, examina de praescriptis disciplinis singulis annis superavit et gradus academicos infra scriptos consecutus est. De singulis disciplinis indicatur una cum suffragiis in examinibus relatis, etiam per quot horas (h.) in hebdomada et per quot semestria(s.) traditae sint.

Disciplinae:	Suffragia:
a. I - 1965/66	
Analysis reditus nationalis (3 h., 1 s.)	6/10
Introductio in sociologiam generalem (3 h., 1 s.)	8/10
Introductio in ius (4 h., 1 s.)	7/10
Ius constitutionale comparatum (3 h., 1 s.)	8/10
Introductio methodologica in scientias sociales (3 h., 1 s.)	8/10
Introductio in demographiam (2 h., 1 s.)	6/10
Introductio in computabilitatem oeconomicam (2 h., 1 s.)	9/10
Documenta Pontificia (2 h., 1 s.)	9/10
Introductio in oeconomiam (3 h., 1 s.)	6/10
De methodo sociologiae (3 h., 1 s.)	8/10
Historia sociologiae (2 h., 1 s.)	7/10
Ethica politica (3 h., 1 s.)	8/10
Statistica (3 h., 1 s.)	6/10
a. II - 1966/67	
Systema doctrinae socialis Ecclesiae (2 h., 1 s.)	8/10
Sociologia classium socialium (2 h., 1 s.)	7/10
Theoria pecuniae publicae (2 h., 1 s.)	7/10
Sociologia cognitionis (2 h., 1 s.)	6/10
Anthropologia socialis (2 h., 1 s.)	8/10
Sociologia urbana (2 h., 1 s.)	8/10
Politica agraria (2 h., 1 s.)	9/10
Problemata inceptionis modernae (2 h., 1 s.)	8/10
Theoria monetaria (2 h., 1 s.)	6/10
Ius syndicale (2 h., 1 s.)	7/10
Investigatio de progressione oeconomico-sociali in quadam regione Italiae (exercitationes)	8/10
Aspectus psycho-sociales atheismi moderni (exerc.)	6/10
[illegible] BACCALAUREATUS "probatus"	7/10
a. III - 1967/68	
[illegible] iuris et ethicae internationalis (3 h., 1 s.)	9/10
[illegible] socialis Ecclesiae (2 h., 1 s.)	8/10
[illegible] doctrinarum oeconomicarum (2 h., 1 s.)	8/10

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Document 9a. Transcript from the Gregorian University

81

	Suffragia:
Sociologia familiae (2 h., 1 s.)	9/10
Sociologia coetuum (2 h., 1 s.)	8/10
Politica agraria (2 h., 1 s.)	7/10
Ethica oeconomica (1 h., 1 s.)	7/10
Sociologia progressionis (2 h., 1 s.)	8/10
Problemata progressionis (exercitationes, 1 h., 1 s.)	9/10
Examen scriptum ad Licentiam	9/10
Examen orale biennale ad Licentiam	7/10
Nota LICENTIAE	8/10
"probatus"	7/10

Haec ex codicibus nostris constare testor ego infrascriptus.

Romae, die 19 Novembris 1968

(Antonio Querali, S. J.)
Secretarius Generalis

SEGRETERIA DI STATO

Document 9b. Second page of document

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Canon Law. The first and third cycles are at least one year in length; the second is two years. Here again there are exams in all disciplines at the end of each year. There is a comprehensive examination, however, only at the end of the second cycle. In addition to the third cycle's doctoral dissertation, Canon Law students are required to write a dissertation for the second cycle Licentiate degree. Applicants who have completed a major seminary program may be admitted directly to the second cycle. Holders of civil law degrees may be allowed to abbreviate the programs leading to a doctoral degree in Canon Law.

Other Representative Faculties and Institutes

The following discussion presents programs as they existed prior to the introduction of the new Apostolic Constitution of 1979. Document 9, a & b, a transcript from the Institute of Social Sciences of the Gregorian University, illustrates a curriculum antedating 1979.

THE PONTIFICAL INSTITUTE OF ARABIC STUDIES[7]

Academic Calendar: About 15 October to about 20 June.

Admission Requirement: Completion of full course of secondary education or its equivalent. However, applicants are advised that previous experience with the Muslim world is an advantage.

Length of Degree Program: 3 years.

Degree Program: Program has two components: the study of literary Arabic and of Islamics. First year instruction in either French or English. Some second and third year courses taught in Arabic, others in French, English, or Italian. Program culminates in Licentiate in Arabic and Islamic Studies.

Non-degree Programs: Students may take either the first year only or the first 2 years of the program. Also may take only the Islamic component or only an introductory course in literary Arabic. Summer program in Islamics, taught in alternate years in English, French, and Italian, also available.

Students: Thirty-six of the Institute's 70 students for 1979 were women, 30 were lay persons, and 12 were from the Third World.[8]

THE PONTIFICAL INSTITUTE OF SACRED MUSIC[9]

Organization: The Institute is divided into six courses and a School of Gregorian Semiology. The six courses are Gregorian Chant, Liturgical Organ, Master Organ, Musicology, Sacred Composition, and Sacred Music.

Admission Requirements: Upper secondary school diploma or equivalent plus entrance examination from each course or school.

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7. This discussion derives from "Study Programme," a fact sheet provided by the Institute, originally prepared in 1977 and updated in 1979.

8. Letter from the Rev. Andre Ferre, Director of the Institute, 11 October 1979.

9. This discussion derives from the Institute's *Calendario per l'anno accademico* 1979-80 (Roma: Tipolitografia Feroce, 1979).

Length of Program: School of Gregorian Semiology—2 years; Courses in Liturgical Organ, Master Organ and Sacred Composition—4 years; Other three courses—3 years.

Attendance: Students who miss a third or more of all classes, even for good reason, must repeat that year's work. Students who miss a third or more of the classes in choral singing are not admitted to any examinations at the end of that year.

Degrees: The Institute confers four degrees: the Baccalaureate, the Licentiate, the *Magistero*, and the Doctorate. Students who wish to go on to the *Magistero* and the Doctorate degrees must receive the Licentiate with a final grade of at least 8 on a scale of 10, and must write a dissertation (for the *Magistero)* and a thesis (for the Doctorate). Before being allowed to defend a thesis, a student must first have it read and approved by two professors appointed by either the Dean of the Institute or his or her monitor. The thesis defense takes place before a commission of five professors.

THE PONTIFICAL BIBLICAL INSTITUTE[10]

Biblical Faculty: The great majority of the Biblical Institute's students enroll in the Biblical Faculty. Candidates for admission must possess a Baccalaureate in Sacred Theology or its equivalent. Two degrees are offered: the Licentiate and the Doctorate.

The Licentiate program includes qualifying exams in biblical Greek and Hebrew. For students who must study to pass these exams, the program lasts at least three years. Languages studied include Greek, Hebrew, Aramaic, and one of the other oriental languages offered. Knowledge of Latin presupposed; knowledge of English, French, and German must be demonstrated. Several seminars (in addition to required coursework) and a thesis also required.

Students who wish to continue on for a Doctorate after receiving a Licentiate must spend one year in private study under the direction of a professor of the faculty. This year is followed by at least one year's work on a thesis. The thesis must then be presented and defended; at least part of it must be published.

Oriental Faculty: A faculty primarily devoted to research, it has few fulltime students. Offers both a Licentiate and a Doctorate. A one-year program in Biblical and Modern Hebrew is also available at the Hebrew University of Jerusalem.

Licentiate program involves 3 years of study tailored to each student; culminates in a thesis. Each student studies 6 semesters in the language, culture, and history of a particular area (e.g., Sumer, Egypt, or Syria) and 4 semesters in two other areas.

A Doctorate may be obtained in the same manner as that described above for the Biblical Faculty.

Students (1978-79): 274 from 57 countries; 254 men, 18 lay persons.

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10. This discussion derives from a letter of 15 November 1979 from the Rev. William A. Ryan, S.J., the Institute's Secretary General, and from *Acta Pontificii Instituti Biblica*, 8, No. 5 (1978-79).

Chapter XI

Guidelines and Placement Recommendations

Advice to Admissions Officers

Availability of Credentials

Italian diplomas and degrees may sometimes be difficult or impossible to obtain. Two reasons for this are the delay between the time when requirements are completed and when credentials become available, and the requirement that original documents be submitted when a student applies to a university. At the same time, however, other credentials (i.e., certificates of attendance, certificates of completion, grade reports, and transcripts) are usually obtainable. Although degrees and diplomas should be available within a year after a student graduates, transcripts and certificates that clearly confirm the award of a degree or diploma may be accepted by U.S. admissions officers as a basis for admission.

Experimentation and Evolution

It has been noted that the 1960s and 1970s were decades of experimentation and evolution in Italian education. The degree and the extent of both have varied from time to time, from place to place, and from school to school. Because of this—and because both processes continue—changes are likely to occur at any time, resulting in apparent discrepancies. This is especially true in the area of educational terminology. The nearly universal use of the word *maturità* in the titles of upper secondary school diplomas, for example, dates from the early 1970s. The *diploma di maturità magistrale* succeeds the former *diploma di abilitazione magistrale* just as the *diploma di maturità tecnica* succeeds a whole group of former diplomas using the term *perito* (expert). References to terms no longer in use abound, especially in publications printed prior to the mid-1970s. In general, a term not found in this volume is either no longer in use, is being employed in a sense that is not strictly academic, or refers to an aspect of academic life not central to this study. In many of these cases, the 1962 WES volume on Italy remains useful.

Similarly, while curricula have not changed greatly since 1962, syllabuses—particularly on the secondary school level—have been subject to considerable revision. In some cases, this revision is so extreme that the new syllabuses bear little resemblance to the older ones with which Americans may now be familiar. Both new and old syllabuses are frequently difficult to obtain.

At the university level, however, a wealth of course and program information exists. The chief sources of such information are three common types

of university publications, the *annuario*, the *guida dello studente*, and the *statuto*.[1] In general, students should be able to present one of these three publications.

Grading in the Secondary Schools

In general, internal grading in Italy's secondary schools continues to be strict. Low grades, in fact, are more the rule than the exception. The following conversion scale is suggested.[2]

10	= excellent (rarely awarded)	6-7	= average
8-9	= very good	0-5	= failing

Upper secondary school diplomas (and often certificates as well) bear the grade received on the State *maturità* diploma, recorded on a scale of 0-60. The following conversion scale is suggested.[2]

60	= excellent (rarely awarded)	46-54	= good
55-59	= very good	36-45	= average

Articulation Between Secondary School and University

Students may accede to university study with a diploma from either a four-year or a five-year upper secondary school. While the number of faculties to which holders of four-year diplomas are admitted is limited, it should be noted that there is no correspondence per se between the number of years of upper secondary education and the number of years of one's university degree program. Thus, while graduates of a four-year teacher training institute may not directly enter a six-year medical degree program, graduates of five-year upper secondary schools may enter degree programs of four, five, or six years.

Schools Not Discussed in This Volume

One important ramification of the dynamic state of Italian education is the relative ease with which a new type of school may be instituted or a private school transformed into an officially recognized institution. In this regard, the following key terms should be noted:

• *statale*	A State school. State schools are always recognized.
• *pareggiato, parificato, legalmente riconosciuto*	Although there are technical differences among these terms, they always indicate official recognition.

In general, any type of school not discussed in this text can be evaluated by using the principles underlying the following placement recommendations. Moreover, students should be able to present documentation of the legal status of schools whose status is in doubt.

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1. These publications do not correspond exactly to any one type of American university publication. Of the three, the *guida dello studente* and the *statuto* most closely approximate a college bulletin.

2. The absence of national grading studies renders this scale a flexible rather than a rigid guideline.

Placement Recommendations

A. Primary and Secondary Levels

1. *Scuola elementare* (elementary school) and *scuola media* (middle school) (pp. 6-7)
   Students may be considered for placement on a year-for-year basis up to grade 9.
2. *Scuola magistrale* (teacher training school) (pp. 19-20)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have been awarded the *diploma di abilitazione all'insegnamento nelle scuole del grado preparatorio* may be placed in grade 12.
3. *Istituto magistrale* (teacher training institute) (pp. 14-18)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis up to grade 12. Those who have been awarded a *diploma di maturità magistrale* may be considered for freshman admission with no advanced standing credit.
4. *Istituto professionale* (vocational institute) (pp. 28-30)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have been awarded the *diploma di qualifica* may be placed in secondary school on a year-for-year basis up to and including grade 12. Those who have been awarded a *diploma di maturità professionale* may be considered for freshman admission with no advanced standing credit.
5. *Istituto tecnico* (technical institute) (pp. 21-27)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Students who have completed 4 years may be placed in grade 12. Those who have successfully completed 5 years but who have not taken or who have not passed the *maturità* examination may be considered for freshman admission with no advanced standing credit.
   Students who have been awarded a *diploma di maturità tecnica* may be considered for freshman admission with the possibility of up to one semester of advanced standing credit for the specialization indicated on the diploma and for related areas.
6. *Liceo classico* (classical lyceum) (pp. 8-12)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have completed 4 years may be placed in grade 12. Students who have successfully completed 5 years but who have not taken or who have not passed the *maturità* examination may be considered for freshman admission with no advanced standing credit.
   Students who have been awarded a *diploma di maturità classica* may be considered for freshman admission with the possibility of up to 3-4 semester credits in each of the following subject areas: Italian; Latin; Greek; and philosophy.
7. *Liceo scientifico* (scientific lyceum) (pp. 8-12, 12-13)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have completed 4 years may be placed in grade 12. Students who have successfully completed 5 years but who have not taken or who have not passed the *maturità* examination may be considered for freshman admission with no advanced standing credit.

Students who have been awarded a *diploma di maturità scientifica* may be considered for freshman admission with the possibility of up to 3-4 semester credits in each of the following subject areas: Italian; Latin; mathematics; and philosophy.

8. *Liceo linguistico* (linguistic lyceum) (pp. 8-11, 12, 13)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have completed 4 years may be placed in grade 12. Students who have successfully completed 5 years but who have not taken or who have not passed the *maturità* examination may be considered for freshman admission with no advanced standing credit.

   Students who have been awarded a *diploma di maturità linguistica* may be considered for freshman admission with the possibility of 3-4 semester credits in Italian and each of the two foreign languages studied for 5 years. However, no credit should be awarded for the study of English.

B. Art and Music Education (pp. 33-44)

1. *Istituto d'arte* (the art institute)
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have received the *diploma di maestro d'arte* may be placed in grade 12.

   Students who have been awarded a *diploma di maturità d'arte applicata* may be considered for freshman admission.

   Students who have successfully completed a *magistero* program may be considered for freshman admission.

2. *Liceo artistico* (artistic lyceum)
   Students who have completed part of the diploma program may be placed in secondary school on a year-for-year basis. Those who have been awarded a *diploma di maturità artistica* may be considered for freshman admission.

3. *Istituto superiore per l'industria artistica* (ISIA/higher institute of industrial art)
   Students from an ISIA program may be considered for undergraduate admission with the possibility of up to 90 semester hours of credit.

4. *Accademia di belle arti* (academy of fine arts)
   Students from an *accademia di belle arti* may be considered for undergraduate admission with the possibility of up to 90 semester hours of credit.

5. *Conservatorio di musica* (music conservatory)
   Unless admissible on the basis of other credentials, students from a *conservatorio di musica* should not be considered for freshman admission. Those who are admissible and who have been awarded an *attestato di frequenza* from a *corso medio* or a diploma from a *corso superiore* may be considered for advanced standing credit by examination.

   Students who have received a *diploma di maturità musicale* may be considered for freshman admission.

6. *Accademia nazionale d'arte drammatica* "Silvio D'Amico" (National Academy of Dramatic Art)
   Unless admissible on the basis of other credentials, students from this academy should not be considered for freshman admission. Those who are admissible may be considered for advanced standing credit by examination.

7. *Accademia nazionale di danza* (National Academy of Dance)
   Unless admissible on the basis of other credentials, students from this academy should not be considered for freshman admission. Those who are admissible may be considered for advanced standing credit by examination for the last 2 years of the *corso normale* and for each of the 3 years of the *corso di perfezionamento*.

C. Higher Education

1. *Scuole dirette a fini speciali* ("special aim" schools) (pp. 61, 86-89)
   With the exception of the four programs which admit on the basis of the middle school diploma (union leadership, colpocytology technician, laboratory technician: hygiene and microbiology, histopathological laboratory technician), students who have completed coursework in or received a diploma from a special aim school may be considered for undergraduate admission. With the same exceptions, undergraduate advanced standing credit may be considered on a course-by-course basis.
2. *Scuola superiore per interpreti e traduttori* (school for interpreters and translators) (Appendix F)
   Students who have completed coursework in or who have received a diploma from a school for interpreters and translators may be considered for undergraduate admission with possible advanced standing credit to be determined on a course-by-course basis.
3. *Istituto superiore di educazione fisica* (ISEF/higher institute of physical education) (pp. 58-60)
   Students who have completed coursework in or received a diploma from an ISEF may be considered for undergraduate admission with the possibility of up to 90 semester hours of credit to be determined on a course-by-course basis.
4. The University (pp. 45ff)
   Students who have completed part of a program leading to a *laurea* (the only degree granted by Italian universities), including those who have received such pre-*laurea* university diplomas as the diploma in *farmacia*, the diploma in *statistica*, and the *abilitazione alla vigilanza nelle scuole elementari* may be considered for undergraduate admission with possible advanced standing credit to be determined on a course-by-course basis.

   Students who have earned a *laurea* may be considered for graduate admission with possible graduate advanced standing credit to be determined on a course-by-course basis.
5. *Scuola di specializzazione, scuola di perfezionamento* (specialization and advanced study schools) (pp. 57-58)
   Students who have completed coursework in or received a diploma from either of these types of schools may be considered for graduate admission with possible graduate advanced standing credit to be determined on a course-by-course basis.

D. Nursing (pp. 62-65)

1. General nurse, child care nurse, and other nursing programs that require only a *licenza media* (middle school diploma) for admission
   Graduates of these programs may be placed in secondary school on a year-for-year basis.

2. Professional nurse program
   Graduates of the professional nurse program may be considered for freshman admission.
3. Voluntary nurse program (which requires an upper secondary school diploma for admission)
   Graduates of this program may be considered for freshman admission.
4. All specializations that require a professional nurse's diploma for admission
   Graduates of these programs may be considered for undergraduate admission with the possibility of advanced standing credit to be determined on the same basis as for students in U.S. hospital-based programs of nursing.
5. Nursing Service Director's Program
   Graduates of this program may be considered for undergraduate admission with the possibility of advanced standing credit to be determined on a course-by-course basis.

E. Vatican and Seminary Education (pp. 67-72)

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1. Minor seminaries
   Students who have completed part of the program may be placed in secondary school on a year-for-year basis. Those who have completed 4 years should be placed in grade 12. Graduates may be considered for freshman admission.
2. Major seminaries
   Students who have completed part of the program may be considered for undergraduate admission with possible advanced standing credit to be determined on a course-by-course basis. Those who have graduated from a major seminary may be considered for graduate admission with the possibility of graduate advanced standing credit to be determined on a course-by-course basis.
3. Pontifical institutions
   a) Faculties of Philosophy
      Students who have completed all or part of the *baccalaureatus* program (2 years of postsecondary work) may be considered for undergraduate admission with the possibility of advanced standing credit to be determined on a course-by-course basis.

      Students who hold a *licentia* in philosophy (4 years of postsecondary work) may be considered for admission to graduate programs.

      Students who hold a *doctoratus* from a Faculty of Philosophy may be considered for graduate admission.

   b) Faculties of Sacred Theology
      Students who have completed part of the *baccalaureatus* program may be considered for undergraduate admission with the possibility of advanced standing credit to be determined on a course-by-course basis.

      Students who hold a *baccalaureatus* may be considered for graduate admission with the possibility of graduate advanced standing credit to be determined on a course-by-course basis.

      Students who hold a *licentia* may be considered for graduate admission with the possibility of graduate advanced standing credit to be determined on a course-by-course basis.

      Students who hold the *doctoratus* may be considered to have a degree comparable to a U.S. doctorate.

c) Faculty of Canon Law

Students who have completed the *baccalaureatus* (at least one year of post-secondary work) may be considered for undergraduate admission with advanced standing credit to be determined on a course-by-course basis.

Students who have completed part or all of the *licentia* (at least 3 years of post-secondary work) may be considered for graduate admission with advanced standing credit to be determined on a course-by-course basis.

Students who have completed the *doctoratus* (at least 4 years of postsecondary work) may be considered for graduate admission. .

d) Other Faculties

(1) Students from programs that require a secondary school diploma for admission may be considered for undergraduate admission with possible advanced standing credit to be determined on a course-by-course basis.

(2) Students from programs that require for admission more than a secondary school diploma but fewer than 4 years of postsecondary work may be considered for undergraduate admission with possible advanced standing credit to be determined on a course-by-course basis.

(3) Students from programs for which the admissions requirement is completion of a degree program of at least 4 years' duration may be considered for graduate admission with possible advanced standing credit to be determined on a course-by-course basis.

Appendix A

Proposed Reforms of Italian Education

It has already been noted that Italian education has been in a state of continuing, if gradual, evolution since the end of World War II. This process already has produced several significant reforms. Additional reforms are certain to occur over the next ten years. This appendix presents in briefest outline some of the most commonly anticipated reforms.[1]

The anticipated reformation of upper secondary education includes the following:

—the elimination of all upper secondary schools described in this volume.

—the institution of a new unitary, five-year upper secondary school with the following characteristics: open admission for all middle school graduates; first year common to all students; choice of study-area beginning with the second year (to be selected from artistic studies; linguistic-literary studies; mathematical, physical-technological, naturalistic studies; or social science studies).

—"integrating" courses available at the end of the second year to facilitate a change of study-area.

—the continuation of compulsory education to the end of the 15th year.

—access to university degree and diploma programs to be determined by upper secondary school study-area.

—the transfer of all vocational institute programs from State to Regional control.

Among the proposals for university reform are the following:

—the introduction of many more short-term diploma courses.

—the institution of a four-year research doctoral program open to holders of a *laurea*.

—a greater recognition of the need for universities to provide professional as well as cultural or theoretical training.

—the institution of academic departments within the current faculty system.

—the institution of a National University Council to facilitate the development of a national plan for Italy's universities.

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1. For additional information, see the following texts (available only in Italian): *Scuola Media/Riforma Scuola Secondaria Superiore*, a 1979 pamphlet published by Edizioni "G.A.T.—Gruppo Attività Tecniche S.r.l." (Rome); Vernì, Ida Alessio, *La riforma universitaria*. Napoli: Manuali Giuridici Simone, 1977.

Appendix B

Universities of Italy, 1977

As noted in Chapter VIII, a university is defined as any institution of higher education, regardless of its title, that confers a *laurea*. The following list names 49 such institutions. These are divided into several categories: universities proper, university institutes, polytechnics, and others. The majority are under State control, i.e., they receive their funds solely from the State government. The rest are described by Italians as *libera* or "free." This term must be understood in its Italian context as "free" of State funding. Funds for free universities come from several sources: Regional governments, industry, the Roman Catholic Church, other private sources. (Indeed, free universities may also receive a small amount of funding from the State.) Accordingly, free universities may be public, sectarian, or private as Americans understand those terms. Furthermore, a process exists that permits free universities to transform themselves into State universities. Finally, just as the last two decades have seen the institution of several new universities, it is anticipated that several others will be founded over the next two decades.

To this list have been added two highly respected institutions that do not confer a *laurea* and the names of eleven cities that house branches of other cities' universities.

The primary source of the information contained in the following list derives from *Situazione dell'università italiana*. Miscellaneous data were taken from Livatino and Saetta, *Accesso all'università e scelta del corso di laurea;* and "Higher Education in Italy," a publication of the Italian Cultural Institute of New York.

City/Type of Institution/ Founded	Control/ Degrees Granted	Students: 1st Yr/ Total	Faculty/ Student Ratio	Libraries*/ Periodicals/ Volumes
Ancona/University (1969)	State/ 183	944/ 3,548	1:21	23/773/ 16,372
Arezzo (branch of State University of Siena)				
Bari/University (1924)	State/ 2,687	10,675/ 31,062	1:16	129/10,757/ 1,116,948
Bergamo/University Institute of Foreign Languages & Literatures (1968)	free/ 66	655/ 1,407	—	12/454/ 34,849

*Number of libraries includes those for the individual faculties, schools, and institutes.

City/Type of Institution/ Founded	Control/ Degrees Granted	Students: 1st Yr/ Total	Faculty/ Student Ratio	Libraries*/ Periodicals/ Volumes
Bologna/University (1088)	State/ 5,058	10,585/ 44,136	1:18	136/9,158/ 1,289,344
Brescia (branches of State Universities of Milano and Parma, and Catholic University of the Sacred Heart, and Polytechnic of Milano)				
Cagliari/University (1606)	State/ 1,077	5,171/ 15,199	1:13	94/6,272/ 554,989
Camerino/University (1336)	State/ 220	491/ 1,757	1:6	27/1,475/ 153,723
Cassino/University Institute of Education (—)	free/ 194	447/ 1,010	—	1/80/ 7,500
Catania/University Institute of Education (1947)	free/ 482	791/ 2,401	—	1/8/ 80,000
Catania/University (1434)	State/ 1,914	7,583/ 22,776	1:18	90/8,534/ 719,979
Chieti/University (Abruzzese "G. D'Annunzio") (—)	free/ 1,023	3,926/ 12,103	—	23/1,160/ 109,678)
Cosenza/University (of Calabria) (1972)	State/ 151	1,158/ 2,999	1:6	20/18,150/ 158,035
Ferrara/University (1391)	State/ 455	1,349/ 5,360	1:10	35/4,801/ 203,406
Firenze/University (1321)	State/ 3,610	8,801/ 32,726	1:17	92/20,325/ 2,271,466
Genova/University (1471)	State/ 2,615	7,701/ 25,251	1:14	89/6,124 839,317
L'Aquila/Higher Institute of Medicine and Surgery (—)	free/ 70	122/ 628	—	1/31/ 300
L'Aquila/University (1952)	free/ 402	1,111/ 3,216	—	10/777/ 75,086
Lecce/University (1956)	State/ 585	1,373 4,477	1:14	18/976/ 192,300
Macerata/University (1290)	State/ 258	974/ 2,852	1:16	22/1,007/ 177,802
Messina/University (1548)	State/ 2,490	7,692/ 22,177	1:18	79/5,026/ 578,260
Milano/University Institute of Modern Languages (—)	free/ 229	878/ 2,174	—	1/33/ 11,000

*Number of libraries includes those for the individual faculties, schools, and institutes.

City/Type of Institution/ Founded	Control/ Degrees Granted	Students: 1st Yr/ Total	Faculty/ Student Ratio	Libraries*/ Periodicals/ Volumes
Milano/University (of Economics and Commerce "L. Bocconi") (1902)	free/ 255	1,130/ 3,520	—	1/2,000/ 360,000
Milano/Polytechnic (1863)	State/ 1,735	4,600/ 17,351	1:25	25/2,002/ 332,394
Milano/University (1923)	State/ 3,988	13,154/ 45,644	1:25	93/5,539/ 881,890
Milano/(Catholic University of the Sacred Heart) (1920)	free/ 1,378	4,528/ 12,111	—	9/5,777/ 1,643,900
Modena/University (1175)	State/ 563	2,162/ 6,866	1:11	41/14,908/ 263,435
Napoli/University Institute of Education ("Suor Orsola Benincasa") (1927)	free/ 862	1,230/ 4,414	—	1/182/ 38,000
Napoli/University Naval Institute (1920)	State/ 54	380/ 615	1:6	5/35/ 2,063
Napoli/University Oriental Institute (1732)	State/ 631	1,403/ 3,709	1:13	6/1,162/ 221,000
Napoli/University (1224)	State/ 6,993	21,603/ 72,079	1:25	192/15,390/ 2,550,422
Padova/University (1222)	State/ 4,380	12,353/ 42,050	1:17	126/13,582/ 1,576,972
Palermo/University (1777)	State/ 3,210	10,093/ 32,546	1:18	160/6,450/ 920,858
Parma/University (1064)	State/ 1,258	3,466/ 12,342	1:13	65/4,401/ 358,555
Pavia/University (1361)	State/ 1,354	3,303/ 13,892	1:11	103/4,892/ 772,513
Perugia/University (1200)	State/ 1,267	4,612/ 14,628	1:15	123/3,850/ 578,006
Pescara (branch of University of the Abruzzi "G. D'Annunzio", Chieti)				
Piacenza (branch of Catholic University of the Sacred Heart, Milano)				
Pisa/Higher Normal School (1813)	State/ does not confer degrees	—	—	1/1,500/ 300,000

*Number of libraries includes those for the individual faculties, schools, and institutes.

City/Type of Institution/ Founded	Control/ Degrees Granted	Students: 1st Yr/ Total	Faculty/ Student Ratio	Libraries*/ Periodicals/ Volumes
Pisa/Higher School of University Studies and Advancement (—)	does not confer degrees	—	—	1/84/ 6,000
Pisa/University (1343)	State/ 2,022	6,398/ 21,546	1:12	130/6,916/ 896,536
Reggio Calabria/ University Institute of Architecture (1967)	State/ 49	472/ 1,452	1:18	6/156/ 15,468
Roma/University Institute of Education "Maria S.S. Assunta" (1939)	free/ 93	209/ 539	—	1/303/ 38,500
Roma/International University for Social Studies (formerly "Pro Deo") (1945)	free/ 105	196/ 558	—	1/330/ 55,000
Roma/University (1303)	State/ 10,159	29,160/ 99,677	1:24	188/10,723/ 1,902,997
Roma (branch of the Catholic University of the Sacred Heart, Milano)				
Salerno/University (1224)	State/ 1,534	6,586/ 16,308	1:43	13/4,986/ 318,960
Sassari/University (1562)	State/ 390	1,907/ 5,924	1:11	76/3,029/ 187,656
Siena/University (1240)	State/ 635	2,742/ 8,429	1:12	31/2,618/ 293,821
Teramo (branch of University of the Abruzzi "G. D'Annunzio", Chieti)				
Terni (branch of State University of Perugia)				
Torino/Polytechnic (1859)	State/ 1,219	2,208/ 9,164	1:13	35/1,711/ 195,330
Torino/University (1404)	State/ 3,044	10,859/ 31,686	1:18	101/6,885/ 1,506,772
Trento/University (1967)	free/ 163	956/ 2,375	—	1/1,842/ 39,000
Treviso (branch of University Institute of Architecture of Venezia)				
Trieste/University (1938)	State/ 775	2,446/ 8,581	1:8	102/5,233/ 789,225
Udine (branch of State University of Trieste)			—	1/316/ 47,078

*Number of libraries includes those for the individual faculties, schools, and institutes.

City/Type of Institution/ Founded	Control/ Degrees Granted	Students: 1st Yr/ Total	Faculty/ Student Ratio	Libraries*/ Periodicals/ Volumes
Urbino/University (1506)	free/ 1,235	2,603 8,753	—	24/4,386/ 620,662
Varese (branch of State University of Pavia)				
Venezia/University Institute of Architecture (1926)	State/ 725	1,725/ 6,260	1:28	3/400/ 37,500
Venezia/University (1868)	State/ 344	2,540/ 7,195	1:14	33/2,002/ 422,969
Verona (branch of State University of Padova)				

*Number of libraries includes those for the individual faculties, schools, and institutes.

Appendix C

Selected "Special Aim" Schools

As noted in Chapter VIII, Italy has more than 60 "special aim" schools (*scuole dirette a fini speciali*). These schools share several common features, the most notable of which are the following: a university base; at least 12 years of prior education required for admission (with very few exceptions); entrance examinations (in many, but not all of the schools); programs that last fewer than 4 years; examination patterns that closely resemble those of Italy's universities; direct control by university faculties which also supply the great majority of the school's instructors. Nonetheless, each school is unique, and minor deviations may be found in the same types of schools based at more than one university. Because of this the *Statuto* (by-laws) or *Guida dello Studente* (bulletin) of the university that houses a given special aim school should always be consulted when a student from one of these schools is being considered for admission to an American institution of higher education. NOTE: The information in this appendix was taken from the published by-laws, bulletins and yearbooks of the institutions mentioned.

1. Scuola per Ortottiste (School for Optometrists)

   Attached to the Eye Clinic, Faculty of Medicine and Surgery, University of Genoa, whose senior full professor is its director. Instructors chosen by the Faculty Council of Medicine and Surgery.

   Length of Program/Academic Year: 2 years/1 November-30 June.

   Entrance Requirements: At least 17 years of age; diploma that gives access to university study (preferably *maturità classica, maturità scientifica,* or *maturità magistrale*); oral test of general knowledge.

   New Admissions Accepted Annually: 12.

   Grading: Scale of 10-0, with 6 as minimum passing grade.

   End-of-Year Examinations (*esami di profitto*): In all courses before a commission of three faculty members.

   Diploma Exam: Students are admitted to this exam only after passing all *esami di profitto* and completing all clinical training sessions. Exam consists of discussion of theme selected by school's director; takes place before a 5-member commission.

   Curriculum: First Year—Elements of Anatomy & General Physiology, Anatomy & Physiology of the Ocular Apparatus, Physical & Physiological Optics, *Ortottica, Pleottica,* Clinical Training in *Ortottica,* Clinical Training in *Pleottica.* Second Year—*Ortottica, Pleottica,* Elements of Ocular Pathology, Concepts of Ocular Nursing, Clinical Training in *Ortottica,* Clinical Training in *Pleottica.*

2. Scuola di Assistenza sociale psichiatrica (School for Psychiatric Social Workers)

Attached to the Faculty of Medicine and Surgery, University of Genoa. Headed by the senior full professor of psychiatry.

Length of Program: 2 years.

Entrance Requirements: At least 18 years of age; aptitude exam; one of the following diplomas or combinations of diplomas: *maturità classica; maturità scientifica; abilitazione all'insegnamento del grado preparatorio* and *assistente sociale* (social worker).

New Admissions Accepted Annually: 20.

Grading: Scale of 10.

Examinations: At the end of each year before a 3-member commission, including an expert in the social service field. Practical test also given at the end of second year; together with oral exam in second-year courses, it constitutes a diploma exam. Students who fail this exam may repeat it after another year in attendance at the school. May not be taken a third time.

Curriculum: First Year—General Psychology, Infantile Neuropsychiatry, Mental Hygiene, Psychiatric Semiotics, Psychiatric Social Service, Psychiatric Therapy I, Psychotherapy I. Second Year—Forensic Psychiatry & Psychiatric Legislation, Neurological Clinic, Psychiatric Clinic, Psychiatric Social Service, Psychiatric Therapy II, Psychotherapy II, Social Medicine & the Medicine of Work, Social Psychology.

3. Scuola per Tecnici Testisti (School for Testing Specialists)

Attached to the Institute of Psychology of the Faculty of Medicine and Surgery, University of Genoa, whose director serves as director of the school.

Length of program: 2 years.

Entrance Requirements: At least 18 years of age; entrance and aptitude exams; diploma from upper secondary school or completion of 4 years of a *liceo classico* or *scientifico*.

New Admissions Accepted Annually: 25.

Grading: Scale of 10.

Examinations: In all first-year courses.

Diploma Exam: At end of second year; includes written exam, oral exam covering entire program, and practical exam. Examination takes place before a 3-member commission. Students who fail may stay on and take the exam a second time, but not a third.

Curriculum: First Year—General Psychology, Psychometrics I (with training sessions), Psychophysiology of the Nervous System, Statistics. Second Year—Psychology of Development & Educational Psychology, Psychometrics II (with training sessions), Social Psychology & Sociology, Psychopathology.

4. Scuola per Tecnici di Istituti Medico-Biologici (School for Technicians for Medical and Biological Institutes)

Attached to the Faculty of Medicine and Surgery, University of Pavia, whose Council proposes the school's director. The Rector of the University acts on the Council's proposal.

Length of Program: 2 years.

Entrance Requirements: *maturità classica, maturità scientifica*, or diplomas from teacher training or technical institutes; oral test of general knowledge, and knowledge of English, French, or German.

New Admissions Accepted Annually: 25.

Examinations: In all courses at the end of each year.

Diploma Exam: A two-part exam—(1) discussion of written dissertation on biological or clinical topic chosen by the student; (2) execution of a practical procedure in the laboratory. Candidates who fail the exam may repeat it once only and only after they have attended the school for an additional year. They may not repeat the exam a third time.

Curriculum: First Year—Anatomy & Histology, General Chemistry & Biochemistry, Pharmacology, Physiology, Three 2-month laboratory training sessions. Second Year—Microbiology, Pathological Anatomy, Pathology, Three 2-month laboratory training sessions.

5. Scuola di Ricerca e di Applicazione per la Formazione di Educatori di Comunità (Research School for Training of Community Educators).

Attached to the Institute of Pedagogy of the Faculty of Education, University of Rome, whose director also acts as its director.

Length of Program: 2 years; third year of study available to graduates of the school.

Entrance Requirements: Upper secondary school diploma and a determination of fitness for the profession.

Diploma Examination: Consists of discussion of dissertation before commission composed of six instructors from the school presided over by its director.

Curriculum for Diploma Program (1st & 2nd years): Education (2 yrs), Educational Techniques & Community Organizations (2 yrs), Elements of Hygiene with Outlines of the Anatomy, Physiology & Physiopathology of Development, Elements of Psychopathology & of the Neuropsychiatry of the Growth Cycle, Elements of Sociology, Group Activities & Seminars (2 yrs), Institutions of Public Law & Special Administrative Law, Legislation Pertaining to Minors, Professional Deontology, Professional Internships (2 yrs), Psychology of the Growth Cycle with Elements of Dynamic Psychology, Social Psychology with Elements of General Psychology, Special Education, Study of the Environment.

Third Year (Diploma Program)—Clinical Psychology, Educational Techniques & Organization for Special Communities, Experimental Education, Group Activities & Seminars, Methodology of Research & Elements of Statistics, Organization & Administration of Social Services, Professional Internship, Psychopathology & Neuropsychiatry of the Growth Cycle, Sociology of Education, Special Education.

Diplomas: *educatore di comunità* (community educator) and *educatore di comunità speciali* (special communities educator). The school also issues *attestati di idoneità* (certificates of fitness).

6. Scuola per Consiglieri di Orientamento Professionale (School for Vocational Guidance Counselors)

Organized by the G. Toniolo Institute of Higher Studies in collaboration with the Province of Lombardy and the Commune of Milan at the Catholic University of the Sacred Heart.

Length of Program: 2 years.

Academic Year: November-May.

Curriculum: First Year—Education, General Psychology (with training sessions), Methodology of Social Research, Psychology of Education, Psychology of the Growth Cycle, Psychometrics I (with training sessions), Sociology, Statistics, Theory and Principles of Guidance. Second Year—Economic Statistics, General Psychology II, Labor Law, Neuropsychiatry, Psychometrics II & Dynamics of Guidance, Social Psychology, Special Problems in Guidance, Statistics II, Theories of Personality.

Diplomas: *attestato di Assistente Tecnico Psicometrista* (Psychometric Technician Certificate); *Consigliere di Orientamento* (Guidance Counselor).

Appendix D

A Note on Italy's Military Academies

Italy has several military and para-military academies and schools. A diploma from a five-year upper secondary school is required for admission. (Other entrance requirements—a maximum age, for example—also exist.) The diplomas conferred by these institutions are legally recognized by the Ministry of Public Instruction (MPI). They are not, however, considered to be the equivalent of a *laurea*. The academies resemble universities in that they offer post-diploma courses.

The grading scale for the academies, with the suggested U.S. equivalent, is as follows.[1]

U.S. Letter Grade	Military Academy Grade	U.S. Letter Grade	Military Academy Grade
A range	19-20	Pass range	10-12
B range	16-18	Failure	0-9
C range	13-15		

Several of the military academy programs have been officially rated by the MPI in relation to university degree programs. The following determinations of comparability (together with this book's placement recommendations) provide a basis for evaluation of military and paramilitary studies.[2]

1. Accademia di sanità militare (Academy of Military Health).

   This academy trains physicians, pharmacists, and veterinarians for Italy's armed services. Because it does not pretend to substitute for a civil university in these fields, it sends its students to the Universities of Florence and Pisa for their entire *corso di laurea*.

2. Accademia militare (Military Academy for State Police Officers), Accademia della guardia di finanza (Academy for Treasury Agents), Scuola ufficiali carabinieri (School for State Police).

   Students who at the time of their admission had a diploma that would have admitted them to a civil university and whose courses at one of these academies had been taught by university faculty and whose programs had been deemed comparable to university programs by the MPI in conjunction with the Ministries of Defense and Finance may upon completion of their second year
   a) enter the university Faculties of Law, Political Science, and Economics and Commerce at the second year level; or
   b) with the approval of the Faculty Council may enter the university Faculties of Law, Political Science, and Economics and Commerce at the third year level.

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1. Note that it differs from the university grading scale which is 0-30.
2. Determinations of comparability derive from Livatino and Saetta, *Accesso*, pp. 287-93.

3. Accademia navale di Livorno (Naval Academy of Leghorn), Accademia di artiglieria e genio di Modena e di Torino (Academy of Artillery and Engineering of Modena and Turin), Accademia aeronautica di Nisida (Aeronautical Academy of Nisida).

   Equivalent study at these institutions satisfies the first two-year requirements of an engineering program at a civil university (a five-year program). One can also satisfy the first year of the next three years' requirements at Livorno and Nisida.

4. Accademia militare and Scuola di Applicazione dell'Esercito (Army Application Schools).

   Students from these schools who at the time of their admission had a diploma that would have admitted them to a Faculty of Engineering may be admitted to the third year of a civil university engineering program if
   a) they have completed in their two years at the Academy or in their first year at an Application School courses equivalent to those offered in the first two years of a university engineering program;
   b) their programs at the Academy and Application School have been approved by the MPI in conjunction with the Ministry of Defense.

5. Accademia aeronautica.

   Students who at the time of their admission had a diploma that would have admitted them to a Faculty of Engineering may
   a) enter the second year of a civil university engineering program if they have passed all first year exams at the Academy;
   b) enter the third year of a civil university engineering program if they have passed all exams for the first two years of the Academy, and have demonstrated knowledge of two modern foreign languages.

6. Accademia navale.

   If at the time of their admission to the Academy they were in possession of a diploma that would have admitted them to a Faculty of Engineering,
   a) students promoted to the second year of the Academy could be admitted to the second year of a university Faculty of Engineering;
   b) General Staff students promoted to the third class of the Academy could be admitted to the third year of a civil university engineering faculty; General Staff students who passed the Academy's appropriate third year exams could be admitted to the fourth year of a civil university engineering faculty;
   c) Naval Engineering students who passed appropriate third year exams could be admitted to the fourth year of either a civil naval engineering or mechanical engineering program;
   d) Naval Arms students who passed appropriate third year exams could be admitted to the fourth year of an industrial engineering program.

   Because the fourth year at the Academy is devoted exclusively to non-engineering subjects, there is no equivalency established for it.

Appendix E

A Note on the Republic of San Marino

The Republic of San Marino is a tiny, independent country located in the north-central part of the Italian peninsula, on the Adriatic side of the Appenine Mountains. Its 23.5 square miles are entirely surrounded by the Republic of Italy. Almost all of its 19,000 inhabitants are Roman Catholics. Italian is the country's official language.[1]

Education in San Marino greatly resembles that in Italy in both its organization and its content. As of 1965, there were 19 elementary schools and one middle school. As in Italy, these schools have programs of five and three years, respectively. There was also one upper secondary school, a *liceo classico* (classical lyceum). This school, like its Italian counterparts, has a five-year program divided into a two-year *ginnasio* (gymnasium) followed by a three-year *liceo* proper.[2]

Students who wish to continue their studies beyond the *liceo classico* must go abroad to do so. Most go to Italy.

1. *Encyclopaedia Britannica, Macropaedia* Vol. 16, 15th ed. (1974), pp. 223-24.
2. *World Survey of Education*, V, (Paris: UNESCO, 1971), pp. 1013-14.

Appendix F

Private Schools for Interpreters and Translators

There exist in Milan, Rome, Florence, Naples, and Bologna five highly regarded private schools for interpreters and translators. These schools are affiliated with one another. Each is known as a *Scuola Superiore per Interpreti e Traduttori* (Higher School for Interpreters and Translators). All five schools are highly selective, requiring for admission a diploma from an upper secondary school (preferably from a *liceo*).[1]

These five schools offer two types of programs. The first is four years in length and leads to a *diploma di interprete-traduttore* (interpreter's and translator's diploma). The second is five years in length and results in a *diploma di interprete parlamentare* (parliamentary interpreter's diploma). The first program is divided into a *biennio inferiore* (lower two-year course) and a *biennio superiore* (higher two-year course). The second program adds a year of specialization to these two courses. Each *biennio* is divided into two year-long courses and each year is divided into two semesters. Students who have some familiarity with the language(s) they wish to pursue may take an examination to enter the *biennio superiore* directly.

The languages in which students may earn a diploma vary from school to school. Those available at the Milan school, for example, are English, French, German, Russian, and Spanish. Until recently Chinese was also offered. Basic subjects include Translating, Editing, Consecutive Translation, and (for the course for parliamentary interpreters) Simultaneous Translation. Other subjects available include Public Law, Private Law, Economics, and Psychology. Most students attend on a fulltime basis (26 hours a week). Minimum attendance requires 16 hours a week; 36 hours a week constitutes maximum attendance. Students are graded on work done throughout the year, but also take year-end examinations in all subjects. The grading scale, 0-30 with 18 as passing, is the same as the one used in Italian universities except that grades are recorded on a semester basis. In addition, a thesis is required (at the Milan school, the thesis is usually 40-60 pages including bibliography and notes). Instructors usually have a *laurea* or a professional qualification in interpreting with professional experience. Many instructors are native speakers of the languages they teach; some are foreign university professors. Excellent laboratory facilities are available.

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1. Most of this discussion derives from two sources: a letter from James McAllister, Director of Studies at the Milan school, and the 1979-80 informational brochure of that school. Other details were provided by graduates of the Milan school.

Useful References[1]

Although a great deal of information about Italian education exists, most of it is in Italian and most of it is difficult to obtain. Moreover, much of the information available in English is either out-of-date or of limited use to admissions officers. The following list, therefore, is by no means complete. It does include, however, those publications of greatest interest to admissions officers.

A. Works Available in English

Avveduto, Saverio. "Education in Italy." Rome: Ministry of Public Instruction, 1979.

Avveduto, Saverio. "The Italian Educational System." Rome: Ministry of Public Instruction, September 1979.

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D'Amelio, Rosalie F. "Nursing Education in the Republic of Italy in 1971." Ph.D. dissertation, University of Michigan, 1972.

John Paul II, Supreme Pontiff. *Sapientia Christiana*. Vatican City State: Vatican Polyglot Press, 1979.

Italy, Ministry of Public Instruction. *Report on the Educational Movement in the Years 1973-75*. Geneva: 1975.

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Martinotti, Guido. "Italy." In *Students, University and Society: A Comparative Sociological Review*. Edited by Margaret Scotford Archer. London: Heinemann Educational Books, 1972.

Sartori, G. "The Italian University System." In *Universities in the Western World*. Edited by Paul Seabury. New York: Free Press, 1975.

Scarangello, Anthony A. *Progress and Trends in Italian Education*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1964.

Sorani, Giuliano. "Italy." In *Higher Education Reform: Implications for Foreign Students*. Edited by Barbara B. Burn. New York: International Institute of Education, 1978.

1. See also Appendix A, Proposed Reforms of Italian Education.

B. Works Available in Italian and French

Caramel, Luciano and Francesco Poli. *L'Arte bella: la questione delle accademie di belle arti in Italia*. Milano: Feltrinelli, 1979.

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Livatino, L. and C. Saetta. *Accesso all'università e scelta del corso di laurea*. 2d ed. Rovigo: Istituto Padano di Arti Grafiche, 1977.

Ragghianti, Carlo Ludovico. *Università in prima linea*. Firenze: Vallecchi, 1968.

Sassu, Placido. *Vent'anni di formazione professionale in Sardegna: Storia, problemi, proposte*. Sassari: Editrice Libreria Dessì, 1978.

C. Miscellaneous

In addition to the above, three important miscellaneous groups of publications are worth noting.

1. The Italian Cultural Institute of New York provides several series of publications, including *Facts About Italy* and *The Italian Educational System*.
2. The Council of Europe, located in Strasbourg, France, also provides a series of publications on higher education and adult education in Italy.
3. The Milan publishing house, Pirola Editore, offers *Programmi Scolastici Pirola*, a series of pamphlets on Italy's pre-university schools. (Several are currently out of print.)

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Accademia nazionale di danza. See National Academy of Dance.
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The Role of the Council

The National Council on the Evaluation of Foreign Educational Credentials has several purposes: to establish priorities for research and publication of country or regional studies; to keep admissions officers and other interested persons as up-to-date as possible about changes in foreign educational systems; and to review and to modify as necessary recommendations drafted by World Education Series authors or others who might ask for such review. The composition of the Council changes as the constituent organizations appoint new representatives. Consistency among volumes is sought, despite changes in the Council's make-up, but still, some differences may occur. In voting on individual recommendations, decision is by simple majority. Council members are listed on the following page.

The recommendations attempt to cover all levels of formal education in roughly chronological order up through the highest degree conferred. They are based on the text of the book and should be used in conjunction with it. Recommendations, as developed through discussion and consensus in the Council, are not directives, but rather, are guidelines to help the admissions officer determine the admissibility and appropriate level of placement of students who have studied outside the United States. Admissions officers may wish to apply the recommendations flexibly, rather than literally.

The Council carefully phrases its recommendations. For example, a recommendation may state: "May be considered for up to three years of transfer credit." The implication is that the U.S. institution may consider giving less than or as much as three years of credit, the decision to be based upon many factors—age of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, etc.

Certain recommendations may be identical; e.g., "May be considered for freshman standing" may be recommended for holders of two different kinds of diplomas. However, use of the same statement does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

Also, while usually aware of educational policies in the country under study, the Council does not necessarily set its recommendations in conformity with the country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education. For example, if in the country under study a secondary school graduate from technical studies is prohibited from entering university, the Council may still recommend consideration for freshman standing in the United States. Sometimes, in order to alert the reader to the fact that the prior education may be heavily specialized or notably different from U.S. education, another phrase may be added, such as "where such educational background is appropriate." It is assumed that admissions officers will read supporting pages in the text before making judgments in accordance with the policies of their own institutions.

NATIONAL COUNCIL ON THE EVALUATION OF FOREIGN EDUCATIONAL CREDENTIALS

The Council is an interassociational group that serves as a forum for developing consensus on the evaluation and recognition of certificates, diplomas, and degrees awarded throughout the world. It also assists in establishing priorities for research and publication of country, regional, or topical studies. One of its main purposes is to review and modify admissions and placement recommendations drafted by World Education Series authors or others who might ask for such review. (The practices followed in fulfilling this purpose are explained on p. 99.)

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France (1975)	OP 71,677	X 17.10	M12	
Greece (1974)	OP 2,006,187	X 10		LB 15
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Italy (1962)	OP 56,910	X 11.60	M 6	
Japan (1966)	OP 2,011,295	X 33.30		LB 38.30
Korea (1958)	OP 56,909	X 10	M 6	
Lebanon (1964)	OP 71,701	X 11.30	M 6	
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Mexico (1961)	OP 60,597	X 10.80	M 6	
Netherlands (1961)	OP 56,907	X 11.20	M 6	
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